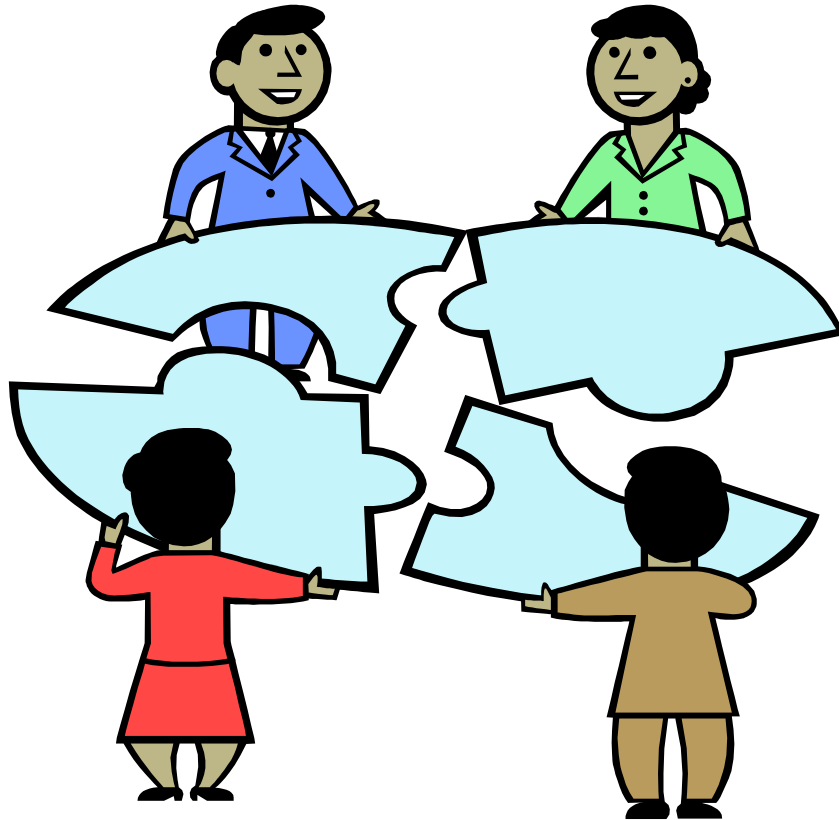


Current, Best Ideas for Making Inclusion Work



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7 Effective Strategies for Inclusive Schools

Strategy	Strength(s) in this Area (report data to support this strength)	School goal for this area	Personal goal for this area
Creating a School-Wide Culture			
Celebrating the Success of All Students			
Developing Interdisciplinary Collaboration			
Implementing Effective Co-Teaching			
Establishing Active Learning Environments			
Implementing Successful Evidence-Based Instruction			
Improving Grading and Student Assessment			

CREATING A SCHOOL-WIDE CULTURE



School-wide and Classroom Based Teacher Expectations/Behaviors in Schools that are Successful with Inclusion

Lisa A. Dieker, 2008

This framework emerged from my work with schools across the country and specifically from my work in several urban schools. These classroom and school components can often make or break the ability of students with disabilities to be included in the general education setting. This tool is designed as a model for self-reflection of your work in the school and/or classroom.

Question to frame your reflections:

Are students with disabilities not ready for the general education setting or is the general education setting not ready for the learning and/or behavioral needs of students with disabilities?

Teacher Behavior	Why Important	How are you doing?
Classroom Instruction		
Teacher talk is less than 50% of the lesson and all teacher talk is paired with visuals.	Students need to be actively engaged in the lesson and brain research says that student learning needs to be chunked.	
Strategies or activities are used that promote active learning.	Student assessment must be continuous and students with attention issues need classrooms where the interactions are at a low risk and the expectation levels are high.	
Students are taught social skills daily.	Students with disabilities often have an IEP goal focused on social needs, these goals should be part of the daily instruction and could be helpful to all students (e.g., using positive language).	
Physical breaks occur at least once a period but ideally every 10-15 minutes.	Brain research indicates that a break in learning or chunking of knowledge should occur every 12-15 minutes for more effective learning.	
Knowledge is presented in chunks.	Brain research indicates that students can only remember 7 things at a time so information presented should be chunked into units of 7 or less for greater learning outcomes.	
Reading material used is rich and diverse and includes material embraced by info-kids.	Some children enjoy reading for information instead of pleasure, therefore, the curriculum needs to include factual books as well as novels.	

Multiple ways exist to evaluate students beyond paper and pencil tests.	In this time of high stakes testing, teaching skills for paper/pencil tests is important but this type of assessment should not be the only way students can demonstrate their learning or else failure is inevitable for some students.	
A structure exists that allows students with disabilities as many opportunities to give to others as there are to receive help.	This area should be both a classroom and school-wide goal to protect their self-esteem and help them grow as learners. Students with disabilities need the chance to give help to others (not just receive help).	
Grading for students with disabilities has been addressed and is clear to staff, students and their families before the start of the semester.	How grading in inclusive environments will occur must be determined before students are included and shared with the student and their family.	
Before beginning to teach together, the learning and behavioral needs on students' IEP's are discussed, as well as the content knowledge that will be presented in the lesson for the next 9 weeks.	Just placing two people in a room together will not result in success unless prior to the start of the class both teachers clearly understand the content that will be taught and how this compares or contrast with the needs of students with disabilities.	
School-wide needs		
Student behavior is consistent across the school.	If students with behavioral needs are placed in an inconsistent environment, their behaviors could regress with a lack of consistent intervention. A strong PBIS program (http://www.pbis.org) can be very helpful.	
Make-up policies are consistent across the school.	Just as behavior should be consistent, students can also benefit from classrooms where homework expectations are consistent across the school.	
Clear criteria exists for why students are in less inclusive settings.	If students are not in inclusive environments, a clear set of rules exists as to why students are in more self-contained settings so there is consistency in the way students are selected for these settings.	
Clear criteria exist as to how to move students back into more inclusive environments.	Criteria should be developed that demonstrates when a student is ready to leave the special education setting to go back into the general education setting. Along with this needs to be a preparation program to assist students in the transition.	

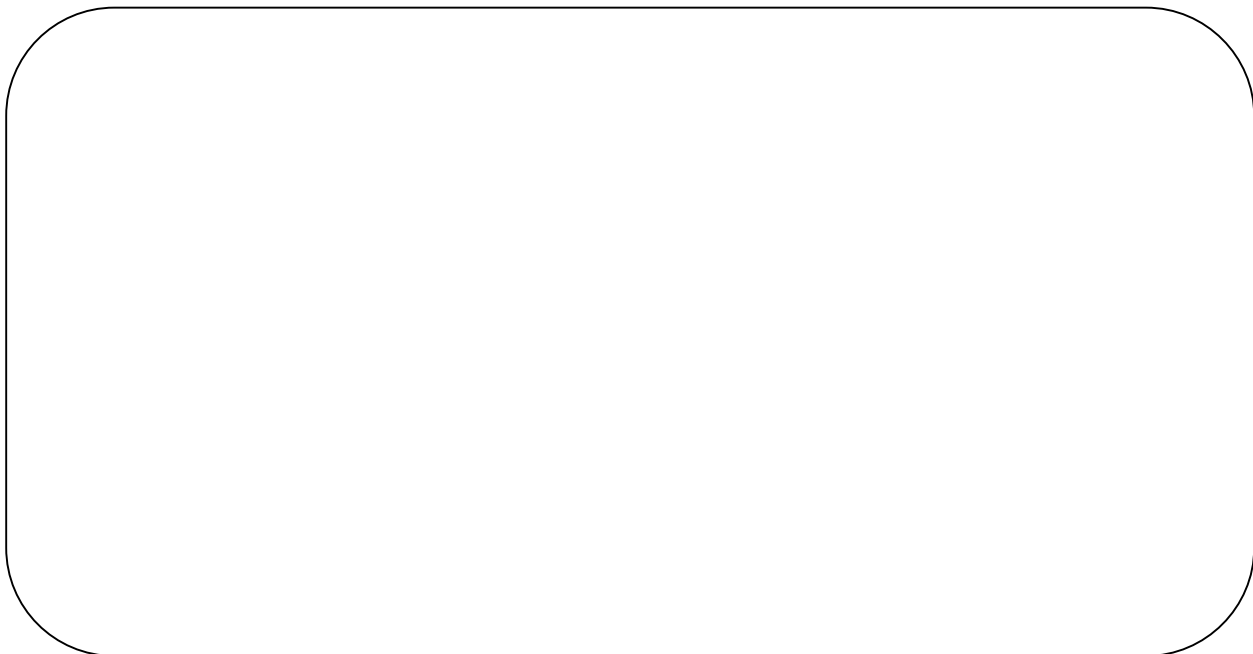
Cooperative Learning and/or peer tutoring are a component of every class.	Research on these two skills is strong and, in effective schools, these structures provide additional support and allow students to give back to classmates and are therefore embraced throughout the school.	
A structure exists that allows students with disabilities as many opportunities to give to others as there are to receive help	Just as in the classroom, throughout the school should be ways to students with varying ability levels to give support in the school system.	
There are multiple ways to celebrate students with diverse learning or behavioral needs (e.g., on a roll list as well as an honor roll list).	Schools find ways to make all students feel good, no matter their academic levels.	
Literacy is taught in every subject area (including electives).	Research supports the need for literacy to be taught not only during reading but as much as possible; literacy instruction should be found in every class, every hour, every day.	
Math is taught in every subject area (including electives).	Research also supports the need for math to be taught not only during math class, but as much as possible; math applications should be taught in every class, every hour, every day.	
Writing occurs in a meaningful way every day in every period.	Research supports the need for writing instruction to occur in more than just a language arts or English class; writing skills should be taught in every class, every hour, every day.	
Students are taught to self-advocate for their needs and know how to share their needs with their teachers.	Students with disabilities know about their strengths and the strategies to assist them with their weaknesses. These students are taught how to advocate for their own needs.	
Co-teaching and/or collaborative environments are at the core of the school.	Teachers are expected to work together for the success of all students. Labels have been taken off of teachers and students. Teachers know that their work must be interdisciplinary for students to be successful.	

Make-up Board

Make-up Policy – Any assignment that is late will be reduced by 10% for each week it is late. You may not turn in any missing assignment 1 week prior to the end of the quarter.

Cynthia	Page 65 Numbers 1-5
Zoobee	Write 3 paragraph essay on why the cost was less than \$5.00 for table on page 62
Gwenetta	
Joshua	
Toby	
Jose	

Reflection



Universal Desires ALL People Strive For from Others

Autonomy

Relationship with others

Interdependence

Safety and Trust

Self-esteem and belonging

Self-Regulation

Accomplishment and Purpose

The opportunity to be generous, to give and not always receive

Communication

Pleasure and joy

Owens-Johnson, 199

from Most Restrictive to Least Restrictive

Hospital and Institutional Settings

Residential School

Special Day School

Full-Time Special Classes

**General Education Classroom plus Resource
Room Service**

**General Education Classroom with Supplementary
Instruction or Treatment**

General Education Classroom with Consultation

GENERAL EDUCATION SETTING

*Adapted from Exceptional Children, Vol. 28, No. 7, March, 1962, p. 368.

Special Education Terminology

The definitions provided are not formal but practical definitions of some of the terms that you might hear in an inclusive classroom. As you think about students with disabilities, always use “child first” language putting the name of the child before the disability (e.g., He is a boy who is LD not an LD boy.) Also remember not to say your kids or my kids. In an inclusive school all students are our students, and we work as a team to meet the needs of every child. Take the labels off the child and the teachers.

IEP – Individualized Education Plan - Plan that shows the individual learning, behavioral, functional or social needs of a child

504 Plan – Shows the accommodations needed for a child who may have difficulties but does not qualify for special education services at this time.

LD – Learning Disability – Child has average to above average intelligence but cannot achieve at the expected level in math, reading, written or spoken language

E/BD – Emotional/Behavioral Disorder – Child has average to above average intelligence but his or her behavior (could be in an active or passive fashion) does not match societal norms.

MR – Mental Retardation – A child with this label supposedly has less than normal intelligence (usually 2 standard deviations below the norm or greater) but view this label with caution as children with language differences or from different cultures can be misclassified into this category. Students with this label also have a deficit in adaptive behavior typically in the lowest 2 percentile for their age – which means social skills and cues need to be a part of the curriculum.

Autism – A spectrum disorder that is neurologically based and can mean something very different in every child. Common characteristics are typically a range of 3 central symptoms, 1) imagination at least we understand it from our perspective, 2) social communication and 3) social interaction, plus a strong tendency towards repetitive behavior.

Asperger’s Syndrome – Typically considered a lesser form of autism and is not typically as easily noticed as a child might be who is considered autistic. In contrast to Autistic disorder (Autism), children diagnosed with Asperger’s Syndrome typically do not have

clinically significant delays in language or cognition or self-help skills or in adaptive behavior, other than social interaction.

Tourette's Syndrome (TS) – A child with TS typically has motor tics and one or more vocal tics at the same time, that may occur many times a day nearly every day (to be TS there must not be a tic-free period of more than 3 consecutive months. TS typically manifests around age 7, but onset must be before age 18.

ADHD/ADD – Attention Deficit Hyperactivity Disorder is a neurobiological disorder causing distractibility, hyperactivity/impulsive behaviors and a general inability to focus attention. 3 Common types: Combined Type (ADD/ADHD); Inattentive Type (ADD) Hyperactive-Impulsive Type (ADHD)

OCD – Obsessive Compulsive Disorder – The child will have thoughts or actions he/she does over and over again “can't let it go”.

MS – Multiple Sclerosis - degeneration of the central nervous system due to a progressive deterioration of the protective sheath surrounding the nerves

CP – Cerebral Palsy - Cerebral Palsy is a broad term that describes a group of neurological (brain) disorders. It is a life-long condition that affects the communication between the brain and the muscles, causing a permanent state of uncoordinated movement and posturing.

SP/L – Speech and Language Disorder – The child has difficulty with either the input or output of language and/or speech.

CAPD – Central Auditory Processing Disorder – The child has difficulty processing auditory information.

Visual Processing Disorder – The child has difficulty processing visual information.

Dyslexia – The child has difficulty with reading (does not necessarily read backwards just has difficulty with reading).

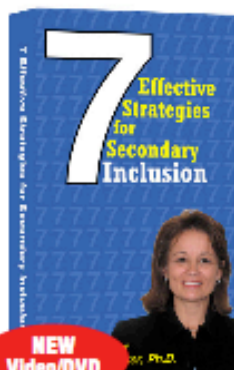
Dyscalculia - The child has difficulty with math skills.

Dysgraphia – The child has difficulty with written expression.

Dyspraxia – The child has difficulty with fine motor skills.

Lisa Dieker, Ph.D.

Dr. Lisa Dieker is an Associate Professor and the Lockheed Martin Eminent Scholar Chair in the College of Education at the University of Central Florida (UCF).



7 Effective Strategies for Secondary Inclusion

Inclusion of students with disabilities is never an easy task! It is especially challenging in secondary schools where departmentalization and the focus on high stakes testing can present significant obstacles. Learn about: Creating a school-wide culture; Celebrating success for all students; Developing

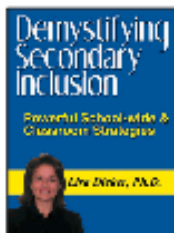
interdisciplinary collaboration; Implementing effective co-teaching; Establishing active learning; Improving grading and student assessments; and Implementing effective instruction.

Join **Dr. Lisa Dieker**, Associate Professor, author and nationally acclaimed teacher trainer, as she presents practical and effective strategies for inclusion of middle and high school students with mild to moderate disabilities. Educators will learn both school-wide, as well as "universally designed" classroom-based approaches that will enable them to meet the needs of all students with disabilities within fully inclusive general education environments.

A comprehensive and valuable resource for teachers, administrators, and staff developers interested in turning their secondary schools into a successful learning environment.

2006, VHS, 65 minutes Order # V7ES-AU \$129.95

DVD Order # D7ES-AU \$129.95



Demystifying Secondary Inclusion: Powerful School-wide & Classroom Strategies

This book expands on the content presented by **Lisa Dieker** in her DVD/Video, *7 Effective Strategies for*

Secondary Inclusion. Dr. Dieker focuses both on schoolwide, as well as "universally designed" classroom-based approaches. She provides practical solutions to implement inclusion by addressing the many challenges presented by students and teachers in secondary learning environments. The theme is that "together we are better," and our collaborative efforts must listen to the most important voices—that of our students.

2006, soft cover, 194 pages Order # DSIP-AU \$29.95

The Co-Teaching Lesson Plan Book, Third Edition

This unique lesson plan book is designed to be completed and shared by a general education teacher and a special education teacher. Revised and updated to gather evidence of academic and behavioral adaptations as required by IDEA. Planning tools for standard and modified assessment will facilitate efforts to monitor student performance and achievement of NCLB goals. Includes weekly strategies and monthly notes from the author that offer insight about the value, the art, and the impact of co-teaching.

2006, spiral bound, 110 pages Order # CTLP-AU \$19.95



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Inclusive Schools

Rate your school in each of these areas using a scale of 1 (low) to 5 (high) to determine your current level of success in meeting students' needs in inclusive setting

	1 (LOW).....5(HIGH)									
1. All children belong	1 2 3 4 5									
2. A sense of community	1 2 3 4 5									
	<table border="1"> <tr> <td>Community</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Families</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Faculty and Staff</td> <td>Yes</td> <td>No</td> </tr> </table>	Community	Yes	No	Families	Yes	No	Faculty and Staff	Yes	No
Community	Yes	No								
Families	Yes	No								
Faculty and Staff	Yes	No								
3. Diversity is valued	1 2 3 4 5									
4. Natural proportions	1 2 3 4 5									
5. Services based on needs rather than labels	1 2 3 4 5									
6. Support provided in general classrooms	1 2 3 4 5									
7. Interdependence and support networks	1 2 3 4 5									
8. Collaborating teachers	1 2 3 4 5									
9. Resources are combined	1 2 3 4 5									
10. Curriculum adapted when needed	1 2 3 4 5									
(The students are not expected to fit into the curriculum. Rather the curriculum is adapted to meet the needs of students.)										

TOTAL SCORE: _____/50

Calculate your total score:

10-20 Just getting started or major roadblocks exists within your school related to embracing inclusion as a philosophy

21-30 A good beginning but room to continue to grow

31-40 You are definitely a school that is on its way to embracing the philosophy of inclusion

41-50 Your school embraces the needs of all students and your focus is on further refining your skills and strategies.

No matter what your score – Try to pick 1-2 areas to focus on in the next year to address the issues of inclusion!

(modified from Stainback & Stainback, 1992; Dieker 2008)

CELEBRATING SUCCESS OF ALL STUDENTS



Peer Tutoring

Jenkins & Jenkins, 1988)

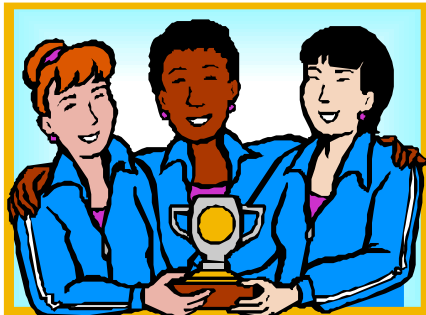
Cross Age - Where an older student (could be a student with a disability) provides support to a younger student

Same Age - Where students of the same age group act as tutor or tutee in various skill areas to ensure mastery

Classwide Peer Tutoring - Entire class of students are involved in tutor and tutee roles (Greenwood, Delquadri, & Hall, 1989)

Tips for Starting a Peer Tutoring Program

1. Select objectives
2. Select and match students
3. Prepare materials
4. Determine schedules and select sites
5. Prepare tutors
6. Monitor Progress through evaluation



Cooperative Learning

(Johnson & Johnson, 1989)
1989)

Jigsaw method - Each student becomes an expert in some area and teaches the others what he/she knows.

Group Project - Students combine their knowledge to create a project or complete an assignment

Competitive Teams - Competition among groups is emphasized
Student Teams-Achievement Divisions (STAD)
Teams-Games-Tournaments (TGT)

Team-Accelerated Instruction (TAI) - Students are first tested to determine their skill levels and then assigned materials that pertain to their levels only. Then group members support each other in completing the material at their skill level.

Succeeding in Reading

A Complete Cross-Age Tutoring Program

When older buddies teach younger buddies to read, everybody learns!



\$19.95

In *Succeeding in Reading*, developed by Nancy Dean and Candace Harper, older buddies teach younger buddies the fundamentals of the reading process. By participating, both tutees and tutors will show gains in reading comprehension and vocabulary, but tutors also will gain in other ways, demonstrating increases in confidence, self-esteem, and leadership.

Succeeding in Reading allows program leaders to choose from two tutoring models to meet their instructional needs. In the *Buddy Reading Guide*, older students read to non-literate

younger partners and foster an understanding of and appreciation for literacy. In the *Buddy Coaching Guide*, literate younger buddies do the reading and their older buddies coach them into being fluent, accurate, and confident readers.

"The Succeeding in Reading program is elegant on several levels... I applaud Nancy Dean and Candace Harper for creating this program."

-- Judith Irvin, Executive Director,
National Literacy Project

**Call 800-524-0634 for
special package pricing and to order the
Succeeding in Reading program.**



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Excerpts from a Newsletter sent home quarterly by a middle school

Welcome to Family 1

We are very glad your son/daughter is in our family this year. As we begin the school year, we are looking forward to steady, ongoing community with you. We would like to start the year by introducing ourselves and share with you what we will be learning this quarter.

STUDENTS WILL HAVE HOMEWORK EVERY

Math






Hello! My name is Ms. R.. I have been teaching for 6 years and especially enjoy working with middle school students. In math this year we are using a new program called "The Connected Math Project." Through this curriculum students will learn all the areas suggested by the National Council of Teachers of Mathematics. This quarter we will focus on statistics and geometry. Please try and attend a sporting event with your child or look at the newspaper stocks or sports section each week to discuss statistics. Also try to visit the Children's Museum. They have a great exhibit on geometric shapes and symmetry. On Monday all residents of Milwaukee County can go the museum for free.

Social Studies

Hello! My name is Mr. C., and I am new to this family. I have taught for two years at the high school level in Baltimore, and I look forward to working with this team of teachers. For social studies we will spend the first quarter learning about how different cultures impacted who we are today. I would like for you to write with your child about your families' history, and I hope that I can schedule to have each of you to visit my classroom to talk about your heritage. I also would encourage you to visit the Milwaukee Public Museum (free on Tuesday) to see the exhibits on the second floor that focus on cultures from around the world.

Self-Advocacy Training

Consider having a self-advocacy training session before school starts to teach students about their areas of strengths and weaknesses. The training could include:

-  Sharing students' IQ and achievement test scores so they understand their areas of strengths and weaknesses
-  Sharing current Individualized Education Plans
-  Showing them videos about learning differences (FAT (*Frustration, Anxiety & Tension*) City)
-  Sharing tools that they can use to help with their areas of weakness
-  Writing letters to the teachers they will be working with asking for any needed accommodations

FAT City and two other good videos by Rick Lavoie (Last One Picked...First one Picked on and When the Chips are Down) are available at www.pbs.org

Another great video is called Misunderstood Minds available at www.wgbh.org

Strategy Instruction

One High School offers for students with disabilities a strategy instruction course. Shortly after the first offering of this course they had several general education students taking the class who wanted to learn strategies for taking the SAT's and for use in content area courses. Since their administrator was against inclusion, the special educators decided to offer a number of these classes. What ended up happening is that general education students took this particular special education course. They then expanded to offer several courses of this type across the content areas. What they learned is that if you are not allowed to take your students out to the general education setting then you might find ways to bring the general education setting to you. Of course, I know not allowing students with disabilities access to the general education setting is against the law, but if you cannot work with the system this is a great strategy to work around the system.

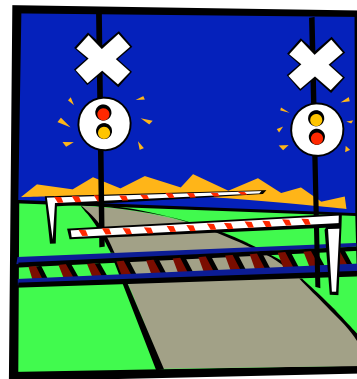
Overcoming Barriers to Inclusion

(Dieker, 2007)

The following information has been shared by school districts throughout the country as methods they have used to address some of the most common barriers to inclusion

How do teachers find time to meet to discuss issues and prepare for instruction?

- Use Teacher's aides to free up time during group or independent work
- Eat lunch together
- Give of your own time
- Use specialists' time (music, art)
- Meet Before or After school (with or without financial support)
- Hire a floating substitute
- Ask the principal or supervisors to serve as a substitute
- Combine classes for group activities
- Set a priority for common planning time
- Hire a permanent substitute
- Have weekly or monthly round table discussions
- One early dismissal day per month (use banked time)
- Free periods
- Team teach
- Incorporate flexibility into the special education teacher's schedule
- Change the structure of the school day-last 1/2 hour (teacher collaboration time)
- Meet in the hallways during passing periods
- Arrange for rooms to be close in proximity
- Meet at set aside time once a week
- Core team has extra planning time each day and then one day each week support staff is invited to the meeting (guidance counselor, psychologist, etc.)



How do we plan for instruction?

- Forms from team meetings
- Lesson plans with adaptations written in (e.g. labels for students' papers who can't write names)
- Weekly planning sheets
- Combine classes
- Common planning time
- Teams talk everyday
- TAT (teacher assistance team)
- Increased planning time (300-350mpw)
- Removal of barrier to "Special Education" label - Have high expectations
- Integrated curriculum
- How do we schedule students and teachers for inclusion?
- Be as flexible as possible
- Schedule students with special needs together in the beginning
- Schedule team meetings as a priority
- Group into one section
- Use paraprofessional to assist in covering general education settings
- Individual scheduling
- Teacher input into master schedule
- Allow inclusive classes to schedule first
- Change the schedule if necessary
- Coincidental planning time (grade level, title teacher, special educator)
- Meet by teams everyday
- Advance planning the spring before or at the beginning of year
- Common planning time
- Schedule special education students first
- Schedule in classrooms by ability level
- Review and change schedule
- Special education adapts to general education schedule
- Alternate days that the special educator works in various rooms
- Be flexible with student labels - use a cross-categorical teaching model
- Put kids who fall through cracks in position to get special education support
- Chapter kids in classes for co-teaching
- Watch putting kids somewhere for one reason & depriving them of something else



How do we increase communication between?

- Newsletters to all teachers (daily or weekly)
- One-half day in-service time
- Memos
- Binders
- Color-coded pages per grade
- Teacher advisory board
- Potluck/Lunch Meetings
- Weekly memos/newsletters
- Staff meetings
- Assignment sheets
- Monthly articulation meetings



- Progress reports
- Permanent subs
- Common planning time
- Inclusion guidelines/philosophy book
- School & classroom newsletters
- Monthly portfolio review
- Voluntary teacher input meetings
- Collaborative teacher has a flexible schedule
- Mailboxes
- Chalkboard in lounge
- Monthly faculty or grade level meetings
- Sheet for teachers to write their lesson plans/daily grades/missing assign.
- Bulletin board
- Teacher assistance team
- *Parents*
- Team parent conferences
- Parent/teacher conferences
- Phone home a lot
- Written notes
- All teachers required to make parental contact
- Accommodate parents with staffing times so they can attend
- Good news notes
- Friday Big Stuff Sheet
- Progress report
- Open houses (with food provided by a local business)
- IEP meetings
- Parents in rooms as helpers
- Assignment notebooks
- Homework hotline



How do we adapt instruction?

- Highlighting notes and text
- Same skills at lower level
- Vary questioning techniques
- Team teaching
- Special Educator reads test
- Tests given in small groups
- Change print/font size
- Oral directions (1 step)
- Books on tape
- Schedule inclusion kids in homeroom & study hall for re-teaching & review
- Assignments signed
- Keep students informed of progress
- Accommodation sheets for teachers
- Tape materials
- Provide a notetaker
- Change response modes



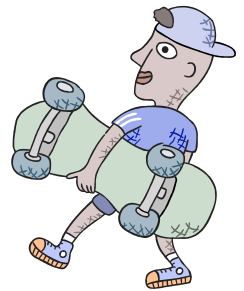
How do we deal with students with difficult behavior?

- Common disciplinary system for all classes
- Teacher assistance teams
- Behavior Disorders itinerant teacher
- Peer mediator
- Time-out area
- Behavior charts
- Before/after class
- Consistency across teachers
- Allow students to walk the halls
- Designated rooms
- Green slips/gold slips
- Passing period/lunch/after school
- Plan time
- Behavior journals
- Behavior plan with classroom & resource
- Involve all school personnel & parents
- Teams talk daily
- Incentives/Reward system
- If you see it - you deal with it



How do we increase the students being accepted by their peers?

- ⊗ Overall students are accepting
- ⊗ Handle the same as other students
- ⊗ Talk about how everyone learns differently
- ⊗ Peer helpers-planned and unplanned
- ⊗ Social skills curriculum for all students
- ⊗ Start in kindergarten to build tolerance
- ⊗ Specialist on autism came in and talked to students
- ⊗ "Big Day" - all students are involved in various roles around the school (across grade levels)
- ⊗ Disabilities awareness week
- ⊗ Let students read about all areas of disability
- ⊗ Natural occurrence
- ⊗ All kids listed together on class lists
- ⊗ Whole school activities (assemblies, SDR, behavior inc. programs, trips)
- ⊗ Use general education students as aides
- ⊗ Encourage students to be in extra curricular activities
- ⊗ "On a roll"
- ⊗ "To the Office"





Teachers Who Are Different

Here's to the teachers who are different

The ones who always play nice

The ones who have no fear to work with their peers
And ensure that students always move and think twice.

Here's to the teachers who are different

To those who serve the kids they call disabled, lazy or dumb
The teachers who happily serve those who are different
or are sadly not even wanted by some.

Here's to the teachers who are different

Those who embrace kids who can't walk, talk, read, write or speak
For these are the teachers who know that the children they serve
Are the ones that make the world not just different –but unique.

This poem was inspired and modified from a poem by Digby Wolfe called Kids Who Are Different

Video Diary

- Choose a representative group of kids
- Give them disposable cameras
- Ask them to take pictures from their viewpoints of your school
- Print and discuss pictures individually
- Conduct focus groups as to how to change your school (*consider having content specific cameras and focus groups*)



DEVELOPING INTERDISCIPLINARY COLLABORATION



=

Building a More Collaborative School

Direct Methods

- **Co-teaching** – Utilizing a model where 2 teachers work together directly in the general education setting – This could be teachers from any discipline or any support services area
- **Resource services** – Ensure that your resource services have the same academic and behavioral expectations for students in the general education setting
- **Small group instruction** – Ensure that any pull out or self-contained classes you have use the same materials and have the same expectations as that of general education students. You can certainly use modified reading or writing assignments, but unless students will not be participating in your state testing (portfolios), students must be taught and exposed to the same content and expectations as their non-disabled peers.

Indirect Ways to Collaborate

- ② IEP and General Education Snapshots
 - see examples
- ② Computer programs
- ② In-service training
- ② Adapt materials
- ② Coordinate curriculum and IEP goals
- ② Collect/share data
- ② Observe student/class
- ② Peer tutoring
- ② Cooperative Learning

IEP Snapshots

Student Name:

Collaborative Teacher:

Areas of Focus	Accommodations Recommended	Notes
Reading		
Math		
Communication (Written and Oral)		
Behavior		
Assessment		

General Education Curriculum Snapshots

Curriculum Area: _____

Content Teacher: _____

	Big Idea	Most Difficult Concept	Minimum Level of Mastery
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			

IMPLEMENTING EFFECTIVE CO-TEACHING



Co-Teaching

Co-Teaching is an educational approach in which two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting.

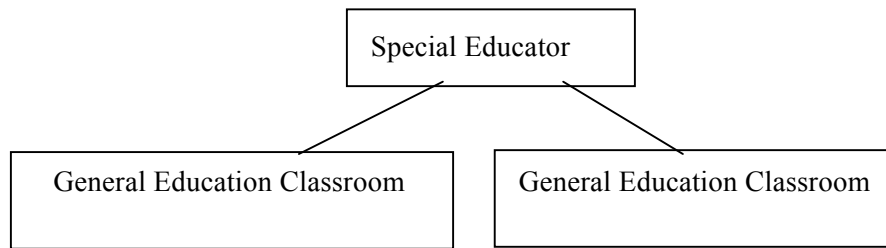
(Bauwens, Hourcade, & Friend, 1989)

Benefits of CoTeaching

- Expedites transition into the general education setting
- Enables teachers to function on a proactive basis
- Increases job satisfaction
- Reduces stress and burnout
- Increases teaching and learning potential
- Decreases problems with generalization across settings
- Provides students with more cohesive programs
- Provides the expertise of two professionals in planning and problem solving
- Provides students with a model of collaboration
- Allows students to work with teachers with different styles
- Allows student assessment to be classroom-based
- Increases the potential for students who are having difficulty to receive assistance

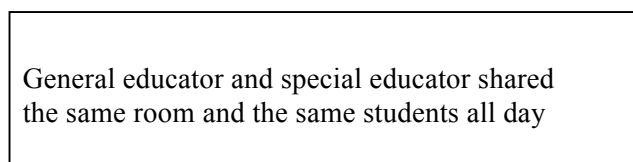
Different Structures Used for Co-Teaching (Dieker, 2001)

Example 1

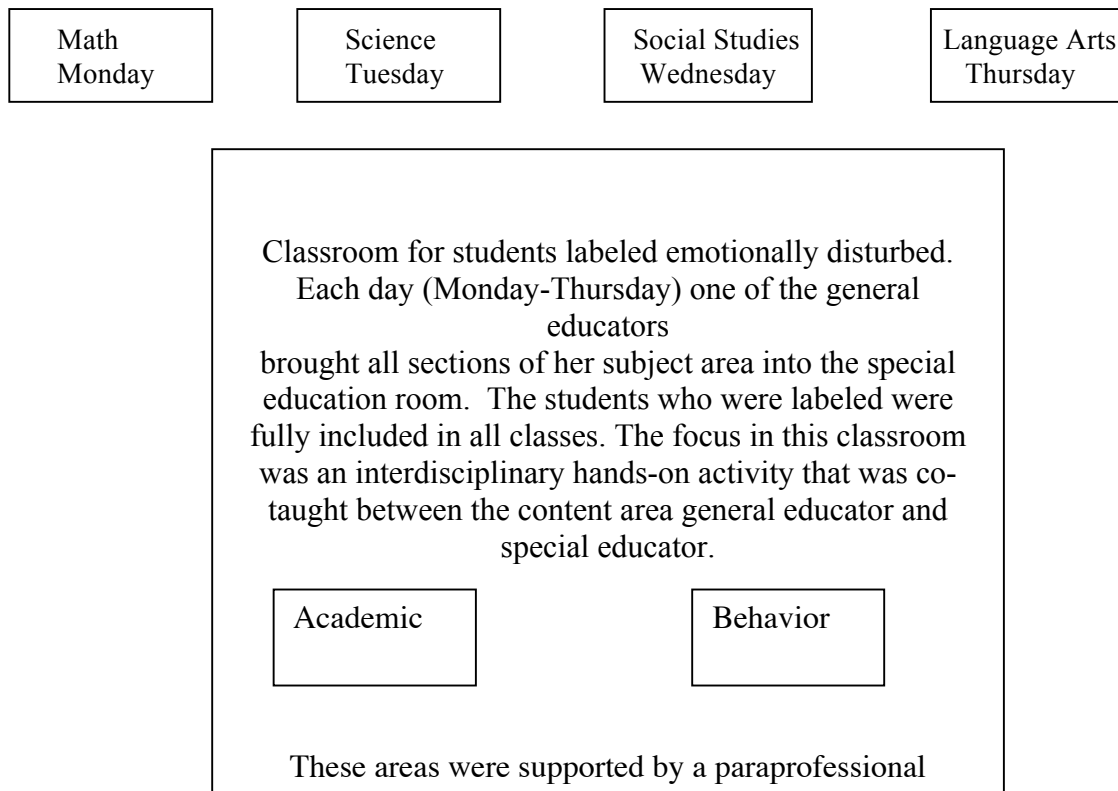


In these teams the special educator worked across two general education classes

Example 2



Example 3



Example 4

General Education Teacher's
Classroom

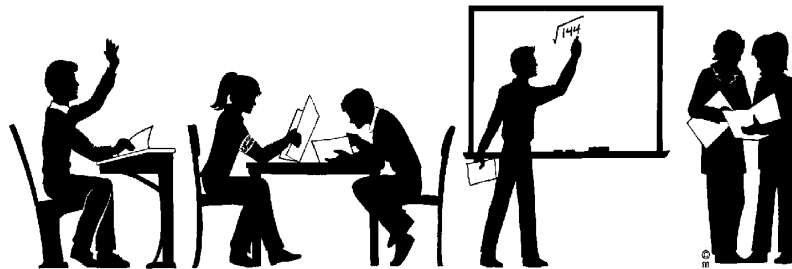
Special Education Teacher's
Classroom

These two teachers' classrooms were across the hall from each other.

Some days they would team-teach in one room
other days they would split the classes and the content,
and other times they would teach a lesson together
and then split the students when it came time
for independent learning activities.

Example 5

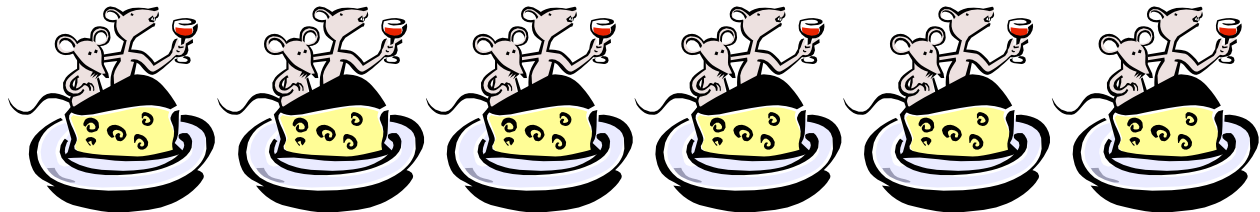
General educator and special educator shared
the same room and the same students for one
instructional period



Barriers to Co-Teaching

Write your thoughts here

Tips for Successful Co-teaching



<i>Administrator</i>	<i>Special Educator</i>	<i>General Educator</i>
support a collaborative philosophy	be flexible	be flexible
•provide funding (if possible)	identify your strengths	identify your strengths
•provide emotional support	respect other's strengths	respect other's strengths
•provide time for the process	take responsibility for all students	take responsibility for all students
•model collaboration	allow your students to become a member of the class	establish an inclusive classroom environment
praise success	remember you're not a guest but a teacher	remember your class is shared by 2 teachers
expect problems	focus on success	focus on students not labels
recognize your contributions	look for success not only in academic gains	look for success not only in academic gains
BRAG (e.g., other teachers, other administrators)	be willing to expand your skills	be willing to expand your skills
suggest the process to others	admit your weaknesses	admit your weaknesses
never force a collaborative relationship	make time to plan (at least 10 minutes a day)	make time to plan (at least 10 minutes a day)
assist teachers in evaluating the process	discuss problems only with each other	discuss problems only with each other
	set a timeline to evaluate the process	set a timeline to evaluate the process

Dieker & Barnett

Great Websites out of University of Kansas

www.powerof2.org

www.specialconnections.ku.edu

Create a Lesson

Pick a topic you want to co-teach

Researcher 1

Researcher 2

Researcher 3

Co-Teaching Components

Co-Planning

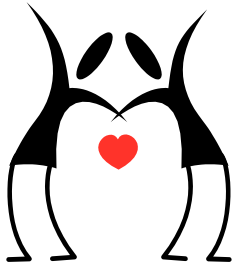
Co-Instructing

Co-Assessing

Stages of the Teaming Process

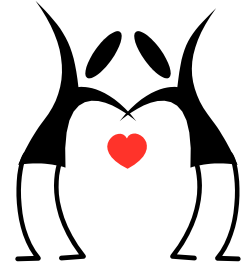
Storming – Norming – Performing

Types of Co-Teaching



One teacher, One Support

- lead teacher
 - support teacher
 - little planning
- (some add one teach/one observe)

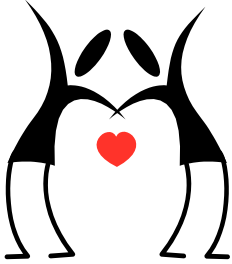


Station Teaching

- divide content
- share but separate responsibilities

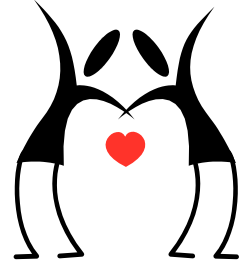
Parallel Teaching

- same content
- deliver instruction to half the class
- joint planning



Alternative Teaching

- one large group, one small
- small group pre-teaches, reinforces or re-teaches large group
- joint planning



Team Teaching

- shared instruction
- coordinated activities in one lesson
- mutual trust and commitment
- co-planning

Cook & Friend, 1993

Common Characteristics of an Effective Lesson

- ✚ Both teachers have presence in their role
 - ✚ A climate of success for all students is created - with both teachers focusing on ALL
 - ✚ Progress is monitored and learning assessed daily
 - ✚ Academic and social skills are taught
 - ✚ Objectives are clear
 - ✚ Engaged learning time is maximized
 - ✚ Differentiation is expected by both teachers
-

Some Novel New Ideas

- ✚ 2 periods of co-teaching and switching roles
- ✚ Parallel scheduling
- ✚ Social skills/strategies class that is inclusive
- ✚ Ppt vocabulary - <http://images.google.com>
- ✚ Rhymes 'n times - <http://www.rhymesntimes.com>
- ✚ Corporate mentors (e-mail and in person)
- ✚ Webcams - <http://www.camcentral.com>
- ✚ Various websites

Scheduling

High School – This teacher worked in only the content area of science and was to provide support to all students with disabilities across the 6 science teachers in this high school.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-9:00	Integrated Science	Integrated Science	Integrated Science	Integrated Science	Integrated Science
9:00-10:30*	Biology/Integrated Science	Integrated Science/Biology	Biology/Integrated Science	Integrated Science/Biology	Biology/Integrated Science
10:30-1:00	Lunch/Team Planning	Lunch/Team Planning	Lunch/Team Planning	Lunch/Team Planning	Lunch/Team Planning
1:00-2:30	Chemistry**	Biology	Chemistry*	Biology	Chemistry*
2:30-3:00	Coordinate Peer Tutoring Program – Strategy Instruction	Coordinate Peer Tutoring Program – Strategy Instruction	Coordinate Peer Tutoring Program – Strategy Instruction	Coordinate Peer Tutoring Program – Strategy Instruction	Coordinate Peer Tutoring Program – Strategy Instruction

*Each day rotated where he would start, but visited the Biology and Integrated Science Classes each day

** He only had 4 students in Chemistry this year so co-teaching was limited

Questions to Consider asking During Planning

(Davis 2008)

- ✚ Were academic needs addressed?
- ✚ Were behavioral needs addressed?
- ✚ Were IEP goals addressed?
- ✚ Did we consider how we will assess *all* students?
- ✚ Do we each have clearly defined roles?
- ✚ Are we varying our roles in the class?

Middle School - This special educator worked across four content teachers and these teachers agreed to give her time away from their classroom one day a week so she could plan with another teacher. In return she was available during their planning time to prepare future lessons with them.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.	Advisory with heterogeneous group of students.
8:15	Strategy Instruction	Strategy Instruction	Strategy Instruction	Strategy Instruction	Strategy Instruction
9:00	Math Co-Teaching	Planning and mtg. with L.A. co-teacher	Math Co-teaching	Math Co-teaching	Math Co-teaching
9:45	Lang. Arts Co-teaching	Lang. Arts Co-teaching	Planning and mtg. with Math co-teacher	Lang. Arts Co-teaching	Lang. Arts Co-teaching
10:30	Planning and mtg. with Social studies co-teacher	Science Co-teaching	Science Co-teaching	Science Co-teaching	Science Co-teaching
11:15*	Support Period	Support Period	Support Period	Support Period	Support Period
11:40	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring	Resource Study Hall Peer Tutoring
12:00	Organization and Skills for School Success	Organization and Skills for School Success	Organization and Skills for School Success	Organization and Skills for School Success	Organization and Skills for School Success
12:25	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring	Resource Study Hall 2 Peer Tutoring
12:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Social Studies Co-teaching	Social Studies Co-teaching	Social Studies Co-teaching	Planning and mtg. with Science Co-teacher	Social Studies Co-teaching
2:15	Reading Co-teaching	Reading Co-teaching	Reading Co-teaching	Reading Co-teaching	Planning assessment program Evaluation
3:00	Dismissal Meet with parents, students or other teachers.				

* This time was used to service students across the classes and in specials or to talk to students individually as needed. The target for this support time was determined by student specific needs and a schedule was created for this period each Friday based upon students who struggled the prior week.



Creative Methods to Increase the Amount of **Planning Time**



1. Use a co-planner
2. If you are a special educator co-teaching with more than one general educator, make arrangements to leave each class 15 minutes early one day a week to plan with the other teacher(s). **USE WITH CAUTION BECAUSE IF A STUDENT'S IEP SAYS YOU WILL BE THERE – YOU NEED TO BE IN THE ROOM TO PROVIDE SERVICES*
3. If possible, have a floating planning period that changes each day so that you can plan with several different teachers.
4. Set up your schedule so you are in different classrooms on different days.
5. Have either a support staff member or administrator free you for planning time.
6. Some schools have scheduled regular assemblies that are staffed by administrators, community volunteers, and support staff to allow for additional planning time.
7. Some schools have gone to banking hours that incorporate collaborative planning time.
8. Some schools have increased class size by one or two students to allow for a full-time substitute to cover for planning time.
9. Some teachers have scheduled their lunch and planning periods together so that one day a week they can have a lengthy planning session.
10. Some schools have set up student directed activities such as peer tutoring programs or cooperative learning groups that are monitored by support staff once a day to allow educators to plan.
11. Hire a floating substitute

Remember I can't give you more time - it is critical to use the time you have effectively

Read "Time Management from the Inside Out" by Julie Morgenstern

Teams that have time often don't have more than others they just use it very efficiently

Preparing to Co-Teach

Finding time to plan is the number one issue. Follow these guidelines for assisting in achieving the goal of planning effective lessons in approximately 10 minutes per lesson.

Prior to the start of the semester

Action	General Educator	Special Educator
Behavior Plan		
Grading		
Assessment		
Parental Contact		

During your daily planning try to focus on these 3 areas. Remember to use the co-planner and try to stay focused on planning effective lessons that will meet the needs of all students.

Action	General Educator	Special Educator
Curricular Goal		
Instructional Method (types of co-teaching you will use)		
Instructional methods or strategies.....		
Academics		
Behavioral/social skills		

Other Ideas to Consider

Dieker, 2008

Letter to Parents

Dear Parent or Guardian:

We would like to share with you a new teaching arrangement that we will be using in your son/daughter's math class this year. In his/her class there will be two teachers working with all the students in the class. Mr. Simms and Mrs. Dieker will both be available during this hour to assist your son/daughter. We would like to encourage you to contact either one of us if you have any questions about this teaching arrangement.

During this class we will be using a model called "co-teaching" to meet the needs of all of the students in the class. We will both be actively planning for the class and sharing in the grading process. We want you to feel comfortable to contact either one of us about your son/daughter's performance this semester. We look forward to working with you and your son/daughter.

Sincerely,

Mr. R. Simms

Mrs. L. Dieker

Quick and Dirty Planning

(Hines 2008)

5 min	Review/Preparation	Sp Ed
15 min	New content	Gen Ed
10 min	Guided Practice	Sp Ed
20 min	Independent Practice	Both
5 min	Closure/Feedback	Either



Components of an Effective Collaborative Environment

(Dieker, 2005)

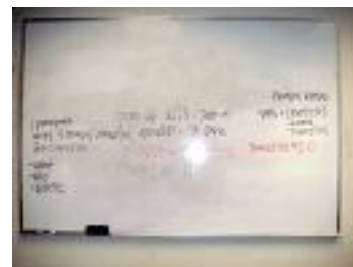
- Administrators support the collaborative process
- Both teachers are comfortable with each other and their classroom roles
- All students see the role of the teachers as equal
- All students are accepted as members of the classroom environment
- Continuum of services are still a viable option for all students
- Lesson content is prepared collaboratively
- Lessons focus on as much active learning as possible
- Cooperative learning is a fundamental element of the classroom
- Clear academic and behavioral expectations are provided throughout each point in the lesson
- Academic and behavioral expectations are high
- Curricular, instructional and behavioral adaptations are made as needed
- Both teachers see the students and themselves benefiting from this relationship
- Parents are informed and invited to observe this method of instruction
- Common planning time is used to develop and evaluate daily instruction



Utilize your Co-plan Time Wisely

(Davis, 2008)

- White boards
- Thumbs
- Using in and out box
- Stay focused



ESTABLISHING ACTIVE LEARNING ENVIRONMENTS



Brain-Based Learning – What we know?

Here are highlighted just a few ideas related to the brain and learning

Brain Theory

Right brain (emotion and artistic) – controls left side of the body

Left brain (verbal and analytic) – controls right side of the body

Memory

Memory is a process not a thing

We are not good or bad at remembering because memory is at the core of who we are

How does memory relate to our teaching?

Sensory input (sight, sound, smell, taste, touch) – The more used the greater the probability of remembering

90% of what goes in is dismissed

Signals are turned into perceptions.

Perceptions to attention

We do not pay attention. We are always attending but maybe not to what is most relevant or important

We do not attend to things we cannot make sense out of for meaning

Emotion has a strong impact on how much we pay attention

Working Memory

Integrating perceptual knowledge with stored knowledge

Resides in multiple sections of the brain depending on task

Typically information remains here for only 15-20 seconds

Typically a person can remember 7 things at a time (e.g., phone number)

We can circumvent these limitations by chunking information and association with other knowledge and adding an emotional hook-up

Long Term Memory

Skill has value and is at a level of automaticity in your understanding

Three levels of knowledge

Concrete (seeing an animal)

Representational or symbolic (giving it a name)

Abstract learning (understanding the dog fluffy when reading Harry Potter)

Instruction that relates to brain-based learning

- Meaningful curriculum
- Problem solving
- Projects or Simulations
- Ensure (at a minimum) there are auditory and visual stimulus in all lessons
- Writing across all curriculum areas
- Mnemonic
- Peer Teaching
- Hands on
- Related to life
- Safe Environment for emotion
- Movement
- Novelty
- Sharing
- Collaboration with older students
- Think Big
- Model
- Controversy (controlled)
- Celebrations
- Introspect
- Stretching
- Energizers
- Goal setting on the move
- Teach Stress Management Techniques
- Change locations
- Get Students Out of their desk



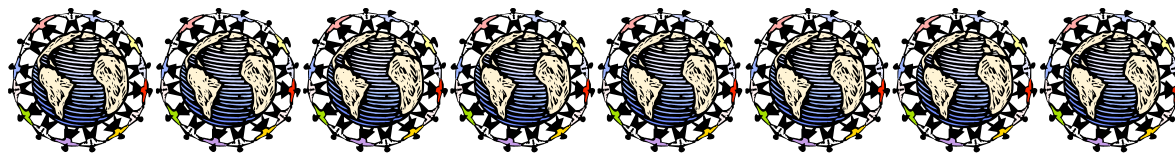
Male vs. Female Brain Related to Learning

These of course are not absolute truths for all males and females but are trends found from recent brain research

Brain Research	Males	Females
Spatial-Mechanical Relationships – moving things through space	Half the brain dedicated to this area	An area that has to be developed in the brain
Verbal-Emotional Functioning – talking and feeling	Experience words and feelings differently than girls	Half the brain dedicated to this area
Hormones	Less serotonin and oxytocin – making them more impulsive and less likely to sit and listen or show empathy	A natural high to talk and listen with others, think before acting and more likely to show empathy due to hormonal differences
Sleep and Rest	Enters a rest state more frequently and will need more breaks to ensure they do not fall asleep or stop paying attention - less needed when physical tasks – more words used the quicker the “rest state” occurs	Renew and recharges the brain without needing to go into a rest state – Needs rest state less when lesson is more verbal
Motor skills	Give fine motor tasks to further develop these skills	Give large motor tasks to keep pace with their male peers
Lessons	Experiential and kinesthetic learning is preferred – keep verbal directions short	Use groups and team to promote leadership and negotiation skills

Adapted from Gurian & Stevens, 2004

Building an Inclusive Climate



- **Circle of Friends** (Snow & Forest, 1987)

- draw four circles
- innermost circle list people you love and are closest too
- second circle list people who are closest to you and that you really like
- third circle put down groups of people you enjoy doing things with but less often than those in circle two
- fourth circle list people who get paid to be in your life
- ask students to share their circles
- show circle for student without friends
- discuss --- circle What do they think about the circle? How would they feel if their circle look liked this
- Ask for suggestions on ways we could develop a circle for students that has more friends in it
- Arrange for ongoing meetings of circle of friends and assemble group when problem/needs arise

• **Get Acquainted Activities** – Regularly use activities to help students get to learn about each other. These types of activities are critical if students with disabilities join the class at the quarter or in the middle of the year.

• **Role play or practice social skills** – Daily give students a social skill they can work on (Goldstein, 1998 – Skillstreaming for the Adolescent) in your class. Write a goal on the board for the day or the week (e.g., using positive language) and reward and praise students when they exhibit the skill.

• **Joint projects** – Allow students to work together on projects.

• **Partner with assigned role** -- Give both students who are partners a role so that the student with a disability does not just receive help but has a chance to help a peer too (e.g., please check my work, tell me to sit down, remind me to turn to the right page).

• **Role plays** – Incorporate into your lessons role plays of appropriate social skills or to address problems that occur with peers in the class.

•**Daily celebrations of unique talents and strengths** – Select something you can celebrate in each student publicly (e.g., student who comes to class early, student who shares their materials, student who greets you most often in the hallway, etc.)

•**Play Classical Music** – Students want to fill silence. When you want silence play in the background some classical music. Use the rule if you can't hear the music the talking is too loud for quiet group activities.

•**Quote of the day** – Use one of your bulletin boards to put interesting quotes that students share that are humorous or interesting and related to the topic. Let students know that quotes will only go on the board that are fun but that were not shared as a way to get negative attention.

•**Holding classroom forums** – Have a box in the back of the room where students or the teacher can place problems that occur in their lives. Once a week take 10 minutes to talk about a problem in the box and ask students to share solutions. This activity lets students with disabilities hear that their peers have problems too and how they go about solving their problems.

•**Pass a problem** – Similar to classroom forum except one student provides a written description of a problem and then the problem is passed around to each student and they are to write a suggested solution. Then the student who wrote the problem reads to the class all of the suggested solutions and selects the one they plan to try and why they chose that solution.

•**Peer mediation** (Johnson & Johnson, 1996) – Consider developing a formal peer mediation program and consider teaching students with disabilities to be mediators.

Base groups – Assign each student in the class a number, letter and shape. Then use these three different variables to assign students to different groups. You can even consider using one of the groupings for ability level tasks.

•**General Climate conducive to positive learning and time on task** – Be certain students feel positive about their relation with their peers, the teacher and the task. Also be certain there is an environment and enough structure that time is spent on learning and not discipline or other off-task types of activities.

•**Assign class roles** – Give students’ roles such as captain, co-captain, recorder, sunshine person (person who acknowledges special events – birthdays, etc.). Be certain students with disabilities have the chance to be in leadership roles.

•**Pairing through the use of a clock** (for other content areas you can use maps, multiplication tables, etc.) – Give each student a blank clock and ask them to get 12 other people to sign their clocks. They should also sign their peers clock at the same time slot. Then when you want to pair students, tell them to find a partner by a time on the clock.

•**Seating arrangements** – Consider if students with disabilities are seated near students they like as well as students who are good models for behavior or academics

•**Organization of different learning areas in the classroom** – Provide students with options in the room related to their learning styles (e.g., quiet area, group learning area)

•**Clear the Air** – As they enter the room, students are greeted by a peer as they enter the room who gives them a scrap piece of paper. Students are informed to write on the piece of paper anything that is bothering them. They can choose to put a star next to any issue that they only want the teacher to read. Items without stars the teacher chooses to read and the class discusses ideas to help this person deal with their problem.

•**Develop a peer mentoring program** (some schools give students high school or college credit for serving as a classroom mentor) – Allow students (including those with a disability) to serve as mentors in a class that they have already passed with a B or better.

•**Excuse Book** – See example

T-Chart – Prior to starting an activity ask students what should you see and what should you hear using the following chart

See	Hear

•**Confess, Create and Commit** – When students forget an assignment they must confess that they forgot the assignment, create a story why they forgot the assignment and commit to bringing their story to class as well as the completed assignment the next day. Then students can receive full credit on the assignment.

•**Yes/No game with famous pairs** – Put the names of famous couples on students’ backs and they have to ask yes or no questions about the person on their back. Once they learn

who they are, they need to find their partner. Then this pair of students works together for a determined amount of time.

Mantra - One teacher uses the following anytime a student struggles

“When a tree falls in your path – do not sit down and say I can’t go on. Figure out a way to...

- get a saw and buzz through that tree.
- ask for a helicopter and go above the tree.
- go deep into the woods and go around the tree.
- ask for help and go over that tree.

The entire class knows the saying so well anytime a student is ready to give up this is repeated as a class (Winters, 2002)

•**Doctor’s Prescription** – Ask students to all share a made up illness. Then prescribe for each illness the same treatment (take 2 aspirins and call me in the morning). After all students share their illness, use this to talk about the definition of fair not being equal. This activity sets the tone for students with different needs getting what they need in your classroom.

Junior High School: Learning Contract

If the following student and parent provisions of this Learning Contract are fulfilled, teachers and administrators at JHS will guarantee learning success for any student.

Student Provisions

- ___ 1. The student will keep and assignment notebook for each class every day and will get his/her completed notebook signed by one of his/her parents each week.
- ___ 2. The student will complete and turn in all homework assignments to the best of his/her ability.
- ___ 3. If the student is absent, he/she will complete all make-up work, quizzes, and tests within the allotted time.
- ___ 4. The student will bring all learning materials to every class on every day.
- ___ 5. The student will cooperate with teachers to provide a disciplined and respectful learning environment.

Parent Provisions

- ___ 1. The parent will expect the student to complete his/her learning contract responsibilities (listed above).
- ___ 2. The parent will expect the student to bring the completed assignment notebook home in order to be checked regularly and will sign the notebook each weekend.
- ___ 3. The parent will establish a quiet homework area at home with proper lighting and all necessary learning materials.
- ___ 4. The parent will supervise a minimum one-hour study period at home, five days a week.

Teacher Provisions

- ___ 1. The homebase teacher will check each student’s assignment notebook at the beginning of each week.
- ___ 2. The teacher will sequence curriculum into appropriate learning steps and provide appropriate explanations, modeling, and instruction for each subject area.
- ___ 3. The teacher will provide meaningful homework to foster student learning goals.
- ___ 4. The teacher will provide timely and helpful feedback to the student and to parents.
- ___ 5. The teacher will provide a disciplined and motivational learning environment.

Three Things I Know

One Thing I Still Need to Learn

Excuse Book

(Please print clearly so your parent/guardian can read your excuse)

<i>Name</i>	<i>Excuse</i>	<i>What you plan to do about the missing assignment.</i>
Lisa	Forgot my homework	Finish it and turn it in tomorrow
Zobee	Didn't do it	Nothing

NOTE:

1. Everyday you **MUST** either submit an assignment or write in this book.
2. After three entries in the book, I will contact your parent/guardian related to the missing assignments.

Class: _____

Period: _____

IEP/504 Plan Summary Sheet

Student Name	Allow Alternate Assignments	Allow feelings to be expressed	Call parent when missing work	Extra Time	Grade on content vs. Spelling	Graphic Organizer	Highlight Notes	Modified HW and/or Classroomwork	Monitor Agenda	Oral Assessment	Praise/encourage	Pref. Seating	Prov. Tea. Notes	Que and Prompt	Read and Clarify	Read Directions Aloud	Redirect	Revise All Written Work	Short Concise Directions	Shorted Assignments	Study Guide for Tests	Word Bank
1)																						
2)																						
3)																						
4)																						
5)																						
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11)																						
12)																						
13)																						
14)																						
15)																						

Notes: _____

Parent Involvement in Secondary Schools

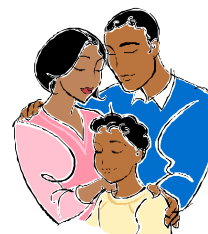
A difficult time for parents, children and teachers is the role of the parent during adolescence. All research indicates that when parents are involved in their child's life learning increases. Here are a few ideas to consider at the secondary level that you may want to share with parents.

Websites to consider:

<http://www.pta.org>

<http://www.kn.pacbell.com>

<http://www.ncset.org/publications/default.asp#parent>
(excellent publications for parent involvement in the transition process)



At the secondary level parent participation is typically different here are some of the tasks you should help parents understand these roles are important to their child's success

- + Monitoring homework,
- + Helping with postsecondary plans
- + Helping select courses which support these plans,
- + Rewards and reinforcement for achievement and behavioral improvements Regular home-school communication about students' progress
- + Attendance at school-sponsored activities.

Other areas to consider for parent involvement:

- + Communicate to parents that their involvement and support makes a great deal of difference in their children's school performance, and that they need not be highly educated or have large amounts of free time for their involvement to be beneficial. Make this point repeatedly.
- + Develop parent involvement programs that include a focus on parent involvement in instruction—conducting learning activities with children in the home, assisting with homework, and monitoring and encouraging the learning activities of older students.
- + Provide orientation and training for parents – but make time commitment reasonable
- + Make a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation.
- + Emphasize that parents are partners of the school and that their involvement is needed and valued.

<http://www.nwrel.org/scpd/sirs/3/cu6.html>

Student-Centered Conferences – Instead of having parent-teacher conferences this is a great level to introduce – parent, teacher, student conferences. Parents are more likely to attend a conference led by their own child and this type of conference allows students to assess their own strengths and weaknesses. This technique also prepares students for future work-place self-evaluation.

Parent Authority – The National Assessment of Education Progress suggests that parents can access authority over at a minimum the following: 1) Student absenteeism, 2) Variety of reading materials in the home, 3) Excessive television watching.

Parent Role in Academics: What families do to help with their children's learning is more influential on academic success than the economic level of the family.

Television: Children who watch more than 10 hours of TV a week show a decrease in academic achievement

Routines: Successful students are found to be in families that have routines.

Homework: The more time spent on homework has the greatest impact on student learning at the higher grades.

Set Fair and Consistent Rules: Parents should have rules and very importantly in adolescents explain why they are setting these rules and be certain to enforce them.

Monitor Out of School Activities: Parents should guide and monitor out of school activities. Teachers may want to share a list of resources for positive community activities parents and students may want to consider.

Talk with Child: Higher achievement and parent daily communication are correlated.

Talk with School: The greater consistency in which parents are informed about their child's progress the greater the impact on achievement.

<p style="text-align: center;">Date: _____</p> <p>Task: _____</p> <p>_____</p> <p>_____</p> <p>Estimated Time: _____</p> <p>Actual Time: _____</p>
--

<p style="text-align: center;">Date: _____</p> <p>Task: _____</p> <p>_____</p> <p>_____</p> <p>Estimated Time: _____</p> <p>Actual Time: _____</p>
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Goal Sheets

Student Name _____

Date _____ to _____

Goals	Mon	Tues	Wed	Thurs	Fri
1. _____	YES	YES	YES	YES	YES
_____	NO	NO	NO	NO	NO
2. _____	YES	YES	YES	YES	YES
_____	NO	NO	NO	NO	NO
3. _____	YES	YES	YES	YES	YES
_____	NO	NO	NO	NO	NO

Behavioral Expectations in the General Education Classroom

(Monda-Amaya, Dieker, Reed, 2002)

Behavior	Specific Behaviors
General Attitude	<ul style="list-style-type: none"> •makes school a priority •student understands that teachers have different styles
Before Class	<ul style="list-style-type: none"> •student checks to make sure he/she has all needed materials •student is in seat ready to listen as soon as the bell rings
General Organization	<ul style="list-style-type: none"> •student uses planner daily to keep track of assignments •student reviews assignments after they have been graded •student organizes materials •student schedules and uses time efficiently to complete assignments
During Class	<p>Behavior</p> <ul style="list-style-type: none"> •student copes with failure in an appropriate manner (e.g., does not give up on assignments or projects) •student responds to conventional behavior management techniques <p>Disruptions</p> <ul style="list-style-type: none"> •Student handles disruptions appropriately <p>Communication</p> <ul style="list-style-type: none"> •student speaks at a normal level that can be understood •student can have normal conversation with peers without becoming hostile or angry <p>Note taking</p> <ul style="list-style-type: none"> •student listens carefully to discussion and lecture •student has materials prepared to take notes when necessary (pencil out, folder open, paper out) •student writes needed information in notes •student looks at teacher, chalkboard, or listens to discussion to get information needed in notes. <p>Answering Questions</p> <ul style="list-style-type: none"> •Student will attempt to answer questions asked by the teacher •Student will either write down the correct answer or ask a peer when answering a question incorrectly •student will look at the peer answering a question <p>Activities</p> <ul style="list-style-type: none"> •student attempts to complete assignments independently •student completes assignments to the best of his/her ability •student completes extra credit assignments or reads notes/text when other work is completed.
Group Work	<ul style="list-style-type: none"> •student cooperates with other students during group activities

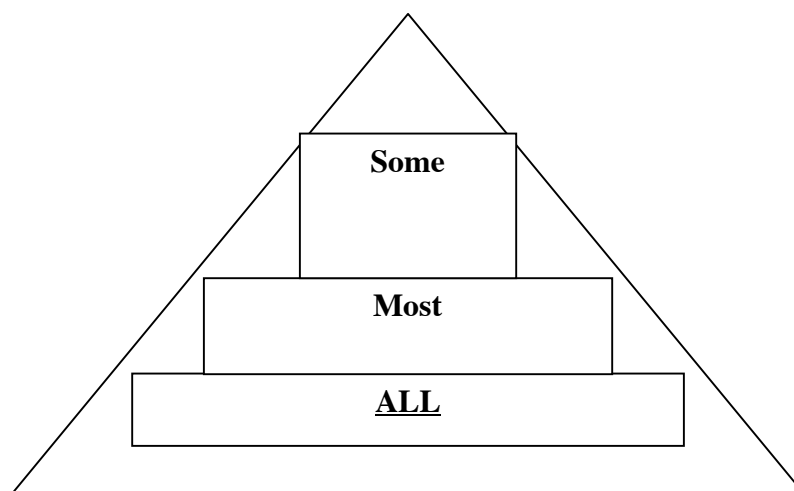
How Do We Deal With Standards and Curriculum in Inclusive Schools?

Adaptation – Changes made to the environment, curriculum, instruction and/or assessment practices in order for a student to be a successful learner

Accommodations – Provisions made in how a student accesses and demonstrates learning.

Modifications – Substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria.

Power Standards – Think of these standards using the planning pyramid.



Curriculum Accommodations Framework:

What are the "Big Ideas"

SAME	ADAPTED/ SUPPLEMENTED	DIFFERENT
The outcome is the same as desired for most students and the student will be successful with the typical sequence and content.	The outcomes are reasonable but modifications are needed if the student is to be successful.	It is likely that the student will not progress through the typical content leading to the expected outcomes of the general education curriculum

What are the issues to consider when creating curriculum?

Same	ADAPTED/ SUPPLEMENTED	DIFFERENT
Curriculum is typically established by the school or district.	In areas in which the typical curriculum does not meet the needs of the student, address these areas: <ul style="list-style-type: none"> • What aspect of the curriculum needs to be adapted or supplemented? • To what degree does the curriculum need to be adapted? • Are there areas that should receive specific emphasis? • Are there areas that should be deleted? 	If the general education curriculum will not result in desired outcome, address these areas: <ul style="list-style-type: none"> • What environments are targeted for the student as an adult? • What skills are needed to be successful in those environments? • What is the student's current skill level in each environment? • What is the sequence of skills through which the student should progress? • How can these skills be taught without separating the student from peers?

How do you plan to teach this student the "Big Ideas"?

Same	ADAPTED/ SUPPLEMENTED	DIFFERENT
Curriculum content (scope and sequence) stays the same, but student may require: <ul style="list-style-type: none"> •adaptation of the environment •adaptation of instructional techniques •adaptation of materials •adaptation of evaluation •variation of rules and rewards 	to add or delete from the curriculum, it may be necessary to: <ul style="list-style-type: none"> •prioritize the content •develop new components In addition, the student may require: <ul style="list-style-type: none"> •adaptation of the environment •adaptation of instructional techniques •adaptation of materials •adaptation of evaluation •variation of rules and rewards 	When implementing curricula that is significantly different from general education, it may be necessary to: <ul style="list-style-type: none"> •expand the options of environments, materials, methods of evaluation, rules, and rewards typically available to students Also consider the following principles for effective learning: <ul style="list-style-type: none"> •must be frequent opportunities for practice •learning should be as errorless as possible •skills taught should be functional and meaningful •the student may need help to focus on critical information •materials may need to be individualized

Dieker, 2007

Curricular and Instructional Adaptation Framework

Adaptations typically occur in one of the following areas related to providing adapted, supplemental or different curriculum for students with disabilities

Type of Adaptation	Activities that might occur
Size	Less problems to complete Only partial steps in the process
Difficulty	Use assistive technology Lessen expectations Provide an easier problem or task
Alternate Outcomes	Focus on only learning the “Big Idea” Only 2-3 outcomes expected instead of maybe 5
Individualized Curriculum	Focus on functional skills Provide manipulatives Use a pull out or alternative teaching model Provide one-on-one instruction
Participation	Allow involvement but not mastery Provide role that will guarantee success (Predictor, questioner, encourager) Assist teacher instead of involved in activity Involved in discussion but not produce a product
Output	Allow verbal instead of written response Use assistive technology Provide a note taker Allow to show instead of tell
Time	Alter timeline to complete a task Only require a part of task to be completed Provide time for teacher one-on-one support
Space	Allow students to work in a different space Confine the space students will move Provide a regulated space (all materials in a desk instead of going to locker)



Brad is a seventh grade student who seems to have a positive attitude and works very hard in your class. He has been identified as having a learning disability, and his primary area of difficulty is reading. Brad's test scores from last year indicated that he was reading at a fifth grade level in comprehension, but at a third grade level in reading decoding. Brad's performance in math is at a seventh grade level. Brad has particular problems when asked to read aloud and struggles to answer higher-level comprehension questions. Brad's parents are concerned and work very hard with him at home. Brad becomes angry at times if he is not successful in front of his peers, particularly his friends on the soccer team. He gets frustrated at school, but he does not want his peers to realize he is having a hard time.



Cindy is a sophomore in your class who is currently failing all subject areas but is not eligible for any support services. Cindy's scores at the end of her freshman year indicated that she was reading at the twelfth grade level for both reading comprehension and decoding. Cindy's math scores were at the eleventh grade level. Cindy, however, gets angry any time she is not successful. She can do the work in your class, but requires a lot of individual attention due to her behavior. Cindy has few friends in your class and often fights with peers and adults. Her mother is very ill, and her father is not full time employed. Cindy's two older brothers are currently in prison. She receives little support from her family, and you have just learned that Cindy is pregnant.

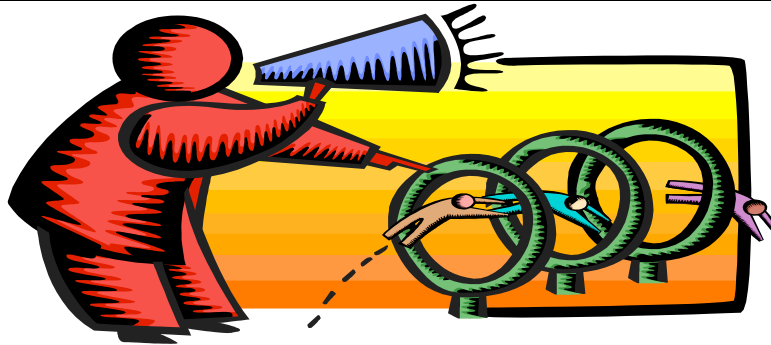
Carmen is an eighth grade student with moderate mental disabilities. She has no serious physical disability, but she has poor fine motor skills and walks with a slight limp. Carmen knows the names of all of the letters of the alphabet and most of their sounds. She can sight read about 100 words. In math, Carmen can add and subtract two digit problems with a calculator, although she requires some assistance from the teacher or aide to get started. Carmen is very messy eating lunch, and no students want to sit by her. She does not know how to tie her shoes and still needs extra supervision while changing into her gym suit in PE. Carmen attends several general education classes and is generally well behaved. By the end of the afternoon, Carmen has difficulty listening to the teacher and talks out loud to her classmates while the classroom teacher is trying to present information.

For each of the case studies provided decide if these students would need the same, adapted/supplemented or different curriculum in Reading (English) and Math

	Same	Adapted/ Supplemented	Different
<i>Brad</i>			
Reading			
Math			
<i>Cindy</i>			
Reading			
Math			
Carmen			
Reading			
Math			

for Planning Individual Behavior Change

Student		Teacher	Date	
What the student does that bugs me	What I do – My response	Function of the Behavior	Plan to Address the behavior	What I like about the student
		<input type="checkbox"/> Escape/avoidance <input type="checkbox"/> Gaining attention <input type="checkbox"/> Expression of anger <input type="checkbox"/> Frustration <input type="checkbox"/> Vengeance <input type="checkbox"/> Seeking of power/control <input type="checkbox"/> Intimidation <input type="checkbox"/> Sensory stimulation <input type="checkbox"/> Relief of fear/anxiety <input type="checkbox"/> other		
		<input type="checkbox"/> Escape/avoidance <input type="checkbox"/> Gaining attention <input type="checkbox"/> Expression of anger <input type="checkbox"/> Frustration <input type="checkbox"/> Vengeance <input type="checkbox"/> Seeking of power/control <input type="checkbox"/> Intimidation <input type="checkbox"/> Sensory stimulation <input type="checkbox"/> Relief of fear/anxiety <input type="checkbox"/> other		



What is the intent of my response?

- To stop the behavior?
- To keep control of the situation?
- To punish the student for the behavior?
- To teach the student a more appropriate behavior?
- To avoid dealing with the behavior?
- To minimize disruptions to the activity
- To maintain a relationship with the student?

Classroom Discipline Checklist

Questions to ask yourself: (Braaten, 1986)

- 1. Are classroom rules established and posted?**
- 2. Do you have a seating chart that strategically places students with special physical needs and students with particular behavioral needs?**
- 3. Have you done everything possible to eliminate out-of-the-room passes?**
- 4. Do you have a make-up policy?**
- 5. Do you provide positive feedback to the students more than negative feedback?
(10 positives to 3 negatives is typical)**
- 6. Do you consider the danger of jeopardizing the students' self-concepts?**
- 7. Are the students aware of their progress or lack of progress?**
- 8. When you must discipline or correct, do you follow the 3-second rule? It should take no more than 3 seconds to identify the infraction and state the consequence.**
- 9. Are you up front about negotiations?**
- 10. Can you utilize behavior interventions in a graduated and clear-cut way?**
- 11. Have you removed the reinforcer for negative behavior?**
- 12. Do you use words that relate to students' values?**
- 13. Do you use eye contact and gestures more than words?**



Positive Behavioral Intervention Supports (PBIS) and the Relationship to Inclusive Schools

For a detailed description of PBIS go to www.pbis.org

At the PBIS Website you will find the following definition

In schoolwide approach to PBIS...

the emphasis is on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non classroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

How a PBIS School supports inclusive practices:

- 1. Rules are consistent from class to class**
- 2. Students are taught social skills in inclusive settings**
- 3. Positive behaviors are acknowledged and rewarded**
- 4. A continuum of support are provided in dealing with students' behavioral needs**
- 5. Data is at the core of decision-making**

Behavioral Interventions

Self-Determination refers to an individual's awareness of personal strengths and weaknesses, the ability to set goals and make choices to be assertive at appropriate times, and to interact with others in a socially competent manner. A self-determine person is able to make independent decisions based on his or her ability to use resources, which includes collaborating and networking with others. The outcome for a self-determined person is the ability to realize his or her own potential, to become a productive member of a community, and to obtain his or her goals without infringing on the rights, responsibilities and goals of others. (Serna & Lau-Smith, 1995, p. 144)

State Expectations: Just as you tell students the goal of the lesson also tell them the behavioral goals you expect them to accomplish during each phase of the lesson.

Environment: Create a structured and predictable environment for all students

Space: Allow students to be alone part of the day if they need it (Christof & Kane, 1991)

Change: Provide warning signs for students when a change is about to occur

Pictures: Use pictures to show routines (Anderson, 1998)

Behavioral Intervention Plan: Include a detailed and graduated plan with the IEP developed in collaboration with the student (McMahan, 1998)

Paint a picture of the behavior you expect: Provide a picture of the behavior through observation, anecdotal records, checklists and rating scales (Kauffman, 1994)

Catch students being good (Friend & Bursuck, 1996)

Social skills: Teach students how to get along with peers as well as school-related social behaviors (Wood, 1998)

Code behaviors: Use cues like color (D'Zamko & Hedges, 1985) or gestures (Meier, 1992) to help students know when they are or are not on target with their behavior.

Listen to the behavior: If poor behavior indicates a different problem (i.e. tired or hungry), respond to the other problem (Heward, 1996)

Review the student's daily schedule: Ensure that the student's school schedule is well-coordinated with continuing activities

Self-Advocacy training: Provide self-advocacy training for students to share what they need for success with peers, teachers, parents, etc.

Communicate: Always communicate respect and trust (Deluke & Knoblock, 1987)

Positive rules: Establish and fairly enforce positively stated rules. (Gearhart, 1996)



Involve parents: Hold parent conferences (Lewis & Doorlag, 1987)

Self-Monitoring: Teach students self-management and self-recording strategies

Routine: No matter what the age of the student some structure and routine are necessary for learning to occur. Set up a classroom routine or better yet let students assist in the development of a routine.

Redirection: When possible, redirect inappropriate behavior (Garey & Wanbald, 1994)

Interspersed requests - Give students two or three tasks that they like, before giving them one they dislike (Sprague & Horner, 1990)

Tolerate or ignore: Choose your battles wisely and decide what behaviors you can tolerate or ignore.

Remove the student or the teacher: If a specific student is causing trouble, either remove the student or at times you may need to remove yourself so that the situation can deescalate.

Group evaluation: Ask a group of students to evaluate their behavior and provide each other feedback (Salend, 1998)

Teach values: Use value clarification techniques when students use inappropriate behavior

Cooperative discipline: Use cooperative discipline techniques in which each student helps each other (Payne & Brown, 1994)

Teach listening: Don't assume students know how to listen - Teach them listening skills (Friend & Bursick, 1996)

Immediate Feedback: When an inappropriate or appropriate behavior occurs provide feedback immediately when possible (Wood, 1998)

Laugh often: It is best not to laugh in front of a student, but humor is an excellent tool to diffuse a difficult behavioral situation

Good Behavior Game: Divide the class into two groups and give each group a target goal for a behavior. The group that reaches the goal receives the designated reinforcement.

Clap a rhythm: Consider clapping a pattern and have students see if they can repeat it.

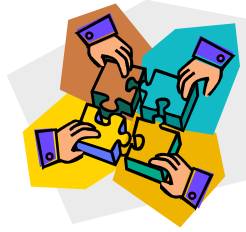
Make a strange gesture: Just stand silently in some weird pose or with some strange look on your face and once they fall silent say something profound.

Whisper: Try whispering or start to gossip about someone not in your class of course and all the busy bodies in the class will come to attention quickly. If you are co-teaching fun to gossip about your co-teacher (of course with his or her permission).

IMPLEMENTING SUCCESSFUL EVIDENCE-BASED INSTRUCTION



Four Modes of instruction and techniques used with each



Telling	Asking	Showing	Doing
_____ %	_____ %	_____ %	_____ %

Expository

lecture
telling
sound filmstrip
explanation
panels
recitation
audio recording
motion picture
discussion

Inquiry

asking questions
stating hypotheses
coming to conclusions
interpreting
classifying
self-directed study
testing hypotheses
observing
synthesizing

Demonstration

Experiments
Exhibits
Simulation & games
Modeling
Field Trips

Activity

Role Playing
Construction
Exhibits
Dramatizing
Processing
Group Work
Peer Tutoring

Universal Design for Learning

Multiple Means of Representation

Multiple Means of Expression

Multiple Means of Engagement

www.cast.org

Learning Strategies

Semantic Mapping and Graphic Organizers (See example) – Use also to teach study skills by making maps for test taking, time management, listening, behavior, presenting information, using the library, etc. These study skills maps can be used over and over again as students need to be reminded of these skills.

Concept Diagrams - Student summarizes ideas within the text and organizes these ideas as to how they relate within the story

Organizing Learning Time (See example of time cards)

Self-Monitoring (See example of goal checklist)

Classroom Participation

- S - Sit up
- L - Lean forward
- A - Activate your thinking
- N - Name key information
- T - Track the talker

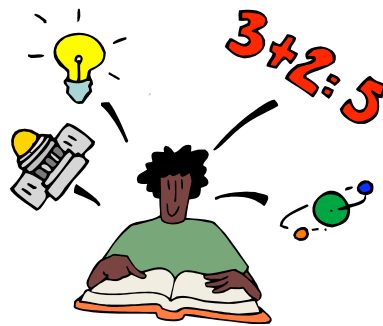


Test Taking

- S - Schedule time effectively
- C - Clue words identified
- O - Omit difficult items until end
- R - Read carefully
- E - Estimate answers requiring calculations
- R - Review work and responses

Learning from Text

- SQ3R -
 - Survey
 - Question
 - Read
 - Recite
 - Review



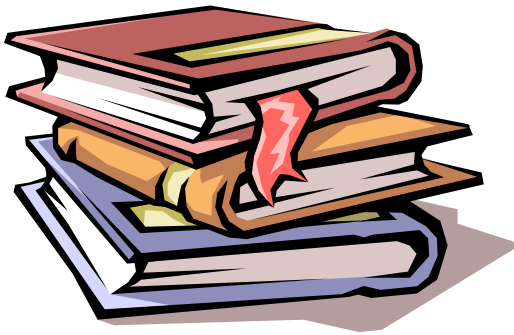
Conduct Study Drills (Choate, 1997) - Conduct weekly study drills. Give students an assignment and give them 3 minutes to organize their materials and have them pretend they are at home. For the next 7 minutes have students start on the assignment provide coaching or assistance as needed

Split Page Notes - Have students use the left third of their paper to jot down key points and phrases. Then immediately after the lecture students should be given a few minutes to fill in more specific details on the right side of the paper.

Preparing for Tests

- C - Create a list of items to be learned
- A - Ask self if list is complete
- N - Note the main ideas and details using a tree diagram
- D - Describe each component and how it relates to others
- O - Overlearn main parts, then supporting details

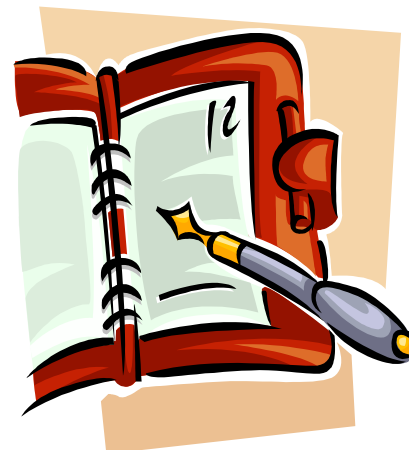
- E - Elicit with questions to identify important information
(who, what, when, where, why)
- A - Ask self which information is least troublesome
- S - Study easy parts first, hardest parts last
- Y - Yes to self-reinforcement



Preparing for Class

- P - Plan locker visits
- R - Reflect on what you need to get
- E - Erase personal needs
- P - PSYC self up
 - P - Pause for attitude check
 - S - Say a personal goal related to class
 - Y - Yoke in negative thoughts
 - C - Challenge self to good performance
- A - Ask self where class has been and where it is going
- R - Review notes and study guide
- E - Explore meaning of teacher's introduction

- T - Title read and paraphrased
- I - Introduction read verbatim and paraphrased
- S - Summary read verbatim and paraphrased
- O - Organization analyzed by reading headings
- P - Pictures examined
- T - Table of contents examined



DEAR - Drop Everything And Read

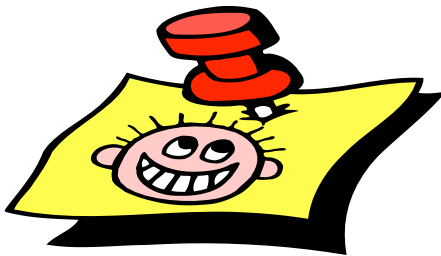
Choral Reading (McCauley & McCauley, 1992) Students read as a group and this can be combined with repeated readings to raise levels of comprehension.

Literature Circle - Students are assigned various roles to cover reading material

1. Question/discussion
2. Clarifier
3. Summarizer
4. Predictor

PURPOSE: Helping students learn with a PURPOSE structured teaching model (Serna & Lau-Smith, 1995)

- P – Prepare the student to learn the skills
- U – Have the student **U**nderstand and learn the skill steps
- R – Have the student **R**ehearse the skill correctly
- P – Have students **P**erform a self-check on the skill
- O – Help the student **O**vercome any skill performance problems
- S – Have the students **S**elect other situation where the skill can be used
- E – Have the student **E**valuate any skill performance outside the teaching setting



PIRATES (Test Taking)

- P – Prepare to succeed
- I – Inspect instructions carefully
- R – Read entire question, remember memory strategies and reduce choices
- A – Answer question or leave until later
- T – Turn back to the abandoned items
- E – Estimate unknown answers
- S – Survey to ensure that all items have a response

TQLR (Listening)

- T – Tuning in
- Q – Questioning
- L – Listening
- R – Reviewing



Assistive Technology Products

AlphaSmart, Inc.



(Portable word processor)

www.alphasmart.com

Quicktionary Pen



(Scan and Read Pen)

www.wizcomtech.com

Write:Out Loud
(talking word processor)

www.donjohnston.com

Co:Writer
(word prediction program)

www.donjohnston.com

TeachTimer
(Time Management Tool and
Hall Pass Timer)

www.stokesco.com

Kindle
(electronic book)

www.kindle.amazon.com

C-Pen
(handheld scanner)

www.cpen.com

Hollywood High (play production software)

<http://www.swexpress.com/website/newpages5.nsf>

Inspiration, Inc.



(Concept Mapping)

www.inspiration.com

Franklin, Inc.



(Talking dictionary)

www.franklin.com

Mayer-Johnson, Inc.
(communication symbols)

www.mayer-johnson.com

WYNN
(scan and read program)

www.wynn.arkenstone.org

Wikki Stix
(self-stick manipulative)

www.wikkistix.com

Imagetic gel boards
(gel boards for students write responses)

<http://www.imageticsonline.com/>

Palm Pilot
(personal organizer)

www.palm.com

The Writer Learning System (keyboarding, spell check, word pred.)

<http://www.keyboardinstructor.com/>

National Instructional Materials Standards and My Favorite Websites

<http://brainpop.com>
<http://thinkfinity.org>
<http://video.nationalgeographic.com/video/wildcam/>
<http://www.sparktop.org>
<http://www.teachertube.com>
<http://www.digitalnative.org/#home>
<http://clubpenguins.com>
<http://millsville.com>
<http://webkins.com>
<http://secondlife.com>
<http://rezed.org>
<http://starchild.gsfc.nasa.gov/docs/StarChild/>
<http://www.cast.org/>
<http://www.literacycenter.net/>
<http://4teachers.org/>

<http://www.windows.ucar.edu/>
<http://babelfish.altavista.com/>
<http://www.readplease.com/>
<http://www.inspiration.com/>
<http://www.sparknotes.com/>
<http://www.sheppardsoftware.com/>
<http://www.vocabulary.com/>
<http://www.aboutlearning.com/>
<http://tenbyten.org/>
<http://ldonline.org>
<http://www.marumushi.com/apps/newsmap/newsmap.cfm>
<http://www.newseum.org/>
<http://nextup.com/>
<http://www.brainpop.com/>
<http://readwritethink.org/>

What are the National Instructional Materials Accessibility Standards (NIMAS)

Students with sensory, physical and other print disabilities must be provided with high quality specialized formats of instructional materials in a timely manner. In recognition of this need, The National Instructional Materials Accessibility Standard (NIMAS) was endorsed by the U.S. Department of Education in July of 2004 and CAST was charged with helping to implement the national instructional materials standard file format. The standard is intended to guide the production and electronic distribution of flexible digital instructional materials such as textbooks so they can be more easily converted to Braille, text-to-speech, digital talking books, audio and other specialized formats. The NIMAS Technical Assistance Center provides technical assistance to states, publishers and content conversion houses involved in developing and providing accessible educational materials to students with disabilities in support of the IDEA 2004 statute and regulations. The goal of the project is to support large-scale implementation of NIMAS to improve the availability, quality, timeliness, and cost effectiveness of accessible materials for students with disabilities.

For more information go to: <http://nimas.cast.org/>

Comprehension

Strategies

Some Cool Websites

Cliffsnotes – <http://www.cliffsnotes.com>

Spark Notes – <http://www.sparknotes.com>

Novel Guide – <http://www.novelguide.com>

Free Book Notes – <http://www.freebooknotes.com>

Pink Monkey – <http://www.pinkmonkey.com>

Library of Congress – <http://www.loc.gov>

Windows of Universe (text on the website at different reading levels) <http://www.windows.ucar.edu>

Text aloud – <http://www.readaloud.com>

Text-to-speech web browsers

CAST eReader – <http://www.cast.org>

IBM's Home Page Reader – <http://www-3.ibm.com/able/>

PwWebSpeak – <http://www.soundlinks.com/pwgen.htm>

Babel Fish – <http://babelfish.altavista.com> - Assists with translation of materials when English is not primary language

Bookshare.org – This site enables people with visual or other print disabilities to legally share scanned books. Members of the community can share with all other members any books that have been scanned. This site is possible due to an exemption in the copyright law that allows open use only for people with disabilities and the schools that serve them.

Auto Summarize - Use Microsoft Words – “Auto Summarize” feature to put the text into a modified format. This function can be found under the tool bar.

Predictions - In pairs one student is chosen to read first then the students follow the procedures outline below:

- 1) Student who will read predicts what will happen.
- 2) Student not reading asks the reader if the prediction came true. This statement is followed by why or why not.
- 3) Student who reads is asked to summarize what is read using 10 words or less. (the nonreader counts the # of words)

This procedure continues with the students switching roles.

Create a CD Cover - Have students create a CD cover and song titles that reflect the story they have read.

Spirit Reading - A student continues to read until the “spirit moves” them to stop and then any other student who the “spirit moves” can start reading.

Conclusion Frames - Present story frames before students read a passage. Have students predict the information that will fit into the blanks. After students read the passage ask them to confirm or reject their predictions.

Word Sorts - When introducing vocabulary, ask students to sort the words into categories (either categories you provide them or categories the students create).

RAP - (Schumaker, Denton, & Deshler, 1984)

R Read a paragraph

A Ask yourself a question

P Put the main idea and details in your own words

Readability Issues - When the text is just too difficult a) use as a reinforcer; b) provide the same content at an easier level; c) provide assistance with organizer, study guide, etc.; d) offer alternative methods to learn material (video, audio tape, pictures, computers).

The Project Gutenberg Philosophy (Promo.net/pg/)

The Project Gutenberg Philosophy is to make information, books and other materials available to the general public in forms a vast majority of the computers, programs and people can easily read, use, quote, and search.

Story Mapping - Students use a mapping format to list the key components of the story.

Summary Mark-Out - As students read a passage, have them mark out irrelevant information (go over the passage 2-3 times). Have them take the remaining sentences and summarize these sentences into 10 words or less representing the main idea of the passage.

Draw a Picture of the Story - Student is asked to demonstrate comprehension by drawing a picture or pictograph of what they have read.

Modeling - Teacher reads a passage and models strategies she/he used to have a better understanding of the text.

Think Aloud - Teacher thinks aloud how he/she derived meaning from the text that was read.

Creative Debate – Students are asked to take on characters in a story (or in content areas matter or other concepts presented). Then two-thirds of the class debates while one-third observe. One-third of the students take on one character and face the other third of the students who take on the other character. Then they debate for 10-15 minutes. At the end the observers share a short verbal or written summary of what occurred.

Reciprocal Questioning (Palinscar & Brown, 1988) - This procedure is where the student and teacher take turns leading a dialogue of the text that was read. There are 4 phases 1) Summarizing – Learners read a passage and identify “Big Ideas”, 2) Questions – Unanswered questions are created, 3) Clarifying – Readers focus on unfamiliar vocabulary and puzzling concepts, 4) Predicting – Students use all the information available in the reading including pictures and text structure to determine what might happen next.

Tall Friends - Middle school students tutor a primary student for 30 minutes. Reading to the younger students, practicing the alphabet and consonant sounds, or using word-sort activities to group words according to particular phonemes. Another activity consists of writing a sentence, cutting it into parts, and then challenging the primary students to put it back in order, which the tutor then reviews, supplying correction as needed. Middle school students deficient in phonics or decoding skills get reinforcement in the basics as they work with the younger students, using manipulatives such as alphabet tiles and sets of word sort cards that help students focus on how consonants and vowels function within words that look similar. Tutors write in daily journals to mark the progress of their primary students. The journals are then passed on to the relevant primary teachers when the school year starts.

English language learners at the secondary school level -Fall into four categories: (1) illiterate in their primary language and in English, (2) literate in their primary language but not in English, (3) literate in English but not in their native language, or (4) literate in English and in their native language. "Older kids can learn more analytically, and you can talk about reading strategies more explicitly,"

Sheltered instruction: "An approach in which students develop knowledge in specific subject areas through the medium of English, their second language; teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels." Source: From *ESL standards for pre-K–12 students*, Teachers of English to Speakers of Other Languages, Inc., 1997, Alexandria, VA: Author.

Think, Pair, Share - strategy. Students write down personal reactions, then give their written thoughts to a partner, who writes a reaction to that student's comments.

Author's Craft – Students must identify why an author writes a certain way.

Who, What, When, Where, How - Questions the students can ask to assist them in reading text.

Prereading Techniques - Set a purpose, preview vocabulary, activate background knowledge, relate background knowledge to new knowledge.

Questioning Strategies - Questions you might consider training students to ask (See example)

Skim, Rap and Map - Skim text, rap about a section by forming questions from headings or titles, map by creating a two-column chart (See example)

Author's Chair: Allow a student to be the author and answer questions from the students who are reading the book.

Coding Textbooks

Highlighting - teaches students to find the main idea and highlight or have a student highlight a chapter and provide the student with reading difficulty with this highlighted chapter.

Post-Its - Have a student put post-its on main points so that the text is not marked for the next year.

Margin Notes - Have students code in the margins their understanding of various sections (check, question mark or exclamation)

Book Review: Have students act as reviewers for books and give ratings (thumbs up or stars) for other students to consider the book for them to read. Have a review column in your school newspaper of books that have been read by the class or a specific student.

Commercials: Have students write and videotape a commercial related to a book they have read.

Act Out the story - Students are asked to act out what they have read either in a group, pairs, or by themselves.

Develop a timeline - Students are to develop a timeline of the events that occurred in the story or across chapters.

Story Retell - Students are asked to tell the story in their own words.

For, With and By – Using about a 100 word passage read to the student twice the passage (for), then ask them to read it (with) you, finally have them read the same passage (by) his or herself.

Draw a Name - When reading aloud, students' names are drawn from a pile to ensure they are all paying attention. (If you have a student with special needs, you can make arrangements with them ahead of time the part they will read and then be certain to call their name for the paragraph they have rehearsed.)

KWL - K = What you already know; W= what you want to know; L = what you learned

Teddy Bear Reading: Have students practice reading to stuffed animals as a way they can practice reading aloud or before working as a cross-age peer tutor.

SCROL (Grant, 1993) S- Survey the headings; C - Connect; R - Read the text; O - Outline; L - Look back

POSSE (Englert & Mariage, 1991) P - Predict Ideas; O - Organize the ideas; S - Search for the structure; S -Summarize the main ideas; E - Evaluate your understanding

Popcorn - Students read aloud and can say popcorn followed by a peers' name in order to change readers.

Five Finger Rule - When students are selecting a book to read/comprehend tell them this rule. (If in reading the first couple of pages you know all the words except five and can ask yourself and answer five questions about what you have read, this is probably a good book for you to read.)

Questions Students Can Use To Comprehend Expository Text

What does this passage tell me?

What do I think causes _____ and why?

How does _____ tie in with what I have learned before?

Do I agree or disagree with this statement? Why or why not?

What do I still not understand about?

What can I do to understand this part?

(Monda-Amaya, Dieker, and Bentz)

SKIM, RAP & MAP

Title of the Chapter:

Rap Questions

What are the causes of the depression?

Why were people gambling with the stock market instead of saving?

Why did U.S. exports decline?

Rap Answers

Writing Strategies

Cool Websites

Kidspiration/inspiration – <http://www.inspiration.com>

Co-Writer – <http://www.donjohnston.com>

Paragraph Writing – <http://www.paragraphpunch.com>

idictate – <http://www.idictate.com>

Look for **opportunities** for students **to write**:

Applications

Freebies

Letters Jokes

Math Problems

Travel brochures

Want Ads

Advice Columns

Book Reviews

Write “cyber biographies” – Where students state who they are and to what goals they aspire
http://www.geocities.com/bronx_tech/work.html

Telementoring: Using parents, community members and older students to mentor students via the Internet. For pros and cons about using this approach go to
(<http://www.tnellen.com/cybereng/>).

Create a Chat Room: Teachers have found that sometimes-shy students in class will eagerly participate in cyberspace and this encourages writing. Be certain to set up rules for the positive use of the chat room.

Author Writing – Students take on the identity of the author and are asked to write a journal entry or even a letter to the class from the author’s perspective.

Cross Age Penpals: Allow older students to write to first graders and then even the lowest level writer will look advanced in the eyes of the student who receives their letter.

Kamishibai – Students work in groups of four, with each student given a role: sequencer, who determines how to depict the action of the story; an artist, who draws the pictures; a scriptwriter, who writes a script for each picture; and a performer, who acts out the scene. This technique is from Japanese culture see the following Website for more information
(<http://www.kamishibai.com>).

Diary: Have students keep a daily journal or as a class keep a diary



Pictures: Use pictures to show students how to develop topic sentences.

Peer Editing with Credit : Two peers edit a paper together and they both receive credit for the improvement in the final paper.

Crystal Ball and Yesterday’s News: Ask everyone to write a short paragraph at the start of class either telling someone what they learned yesterday or predicting what they will learn today.

Red/Green Pen: When grading papers circle errors in red and good aspects of the writing in green. Then ask students why items were circle in green.

Expanded Sentences: Start with simple sentences and in cooperative groups asks students to expand into larger sentences. Set a goal of a specific number of words

Pass a sentence: Have students in cooperative groups write a starter sentences and then pass the starter sentence asking each student to contribute to the paragraph.

STOP: Suspend Judgment
Tell your thesis statement
Organize ideas
Plan more as you write
Avoid first-person pronouns if you can
Remember to use good grammar
Use, exciting, interesting, \$100,000 words (de la Paz, 1997)

Interviews: Have students write interview questions and answer questions about numerous topics

Journaling: Have students write in a journal about everything from their personal life to every subject that they experience in school.

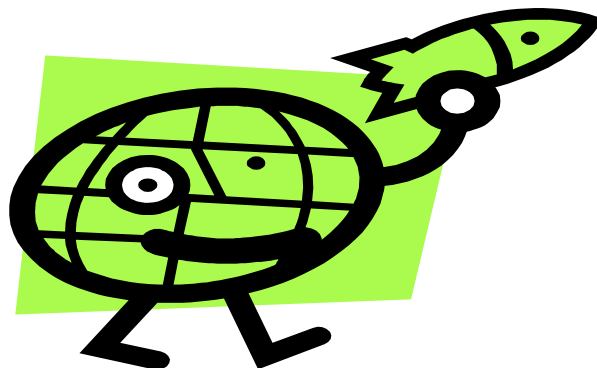
Vocabulary Book: For every subject area have students keep a vocabulary book of words they are struggling to learn. Then encourage students to use these vocabulary words across disciplines. For students who have difficulty with the writing process for definitions have them draw a picture to help them remember the definition.

Written Assignments (Alley, 1988)

C - Capitalize the first word O - Overall appearance P – Punctuation S - Spelling

POWER (Englert et al., 1988)

P - Planning, O -Organizing, W -Writing, E - Editing, R – Revising



Mathematics Adaptations

Cool Websites

WebMath – <http://www.webmath.com>

IntelliMathics – <http://www.intellitools.com>

Create a Graph – <http://www.nces.ed.gov/nceskids/graphing>

National Library of Virtual Manipulatives for Interactive Mathematics

<http://www.matti.usus.edu/nlvm/nav/vlibraray.html>

Martindale's Calculators On-line Center

<http://www.martindalecenter.com/Calculators.html>

Folded problems: Fold math paper into half, fourths, etc. and place one problem per square. (Bley & Thornton, 1995)

Turned paper: Turn paper sideways to use lines for math problems. Provide answers for fill in the blank questions (Wood, 1998)

Vocabulary Development: With the strong focus on understanding math, be certain to introduce vocabulary and have students create meaning of the words (with pictures, songs, etc.) Remember that learning is most effective in clusters of no more than 7.

KNWS: Similar to the KWL but in math use these steps for problems

K – What facts do I KNOW from the information in the problem?

N - What information do I NOT need?

W – What does the problem ask me to find?

S - What STRATEGY/operation/tools will I use to solve the problem?

Word Problem Roulette: a) Divide the class into groups and give each group a problem. b) At this stage they must solve the problem verbally – no writing, c) Write the process to solve the problem in words rather than numbers, d) Then the group reads their solution to the class and classmates write down the symbolic representation of the solution on the board (Davie & Gerber, 1994).

Problem-Solving approach: Use a problem-solving approach that engages the student in experiencing and thinking about meaningful problems (Speer & Brahier, 1994)

Simplify the process: Simplify directions for seatwork by verbally presenting them, adding additional practice problems, writing alternative sets of directions, add extra practice problems for all students to see, provide alternative sets of directions, highlighting important words in directions or having students help each other when directions are important (Afflect, Lowenbraun, & Archer, 1980)

Make their own problems: Teach story problems by having them make their own problems. (Peterson, Mercer & O'shea, 1988)

Cut Problems: Cut a set of problems into pieces and ask students to only complete pieces of a worksheet at a time to keep them from getting overwhelmed.

Menus: Use menus to focus on lessons with money and basic computation skills.

Recipes: Use for fractions and to keep interest high.

Place value charts: Use a chart and use the concept of the place values being houses and commas being yards between houses. See chart

Millions				Thousands				Ones			
	Hundreds	Tens	Ones		Hundreds	Tens	Ones		Hundreds	Tens	Ones
Yard				Yard				Yard			
,				,				,			

RIDGES: (Snyder, 1988):

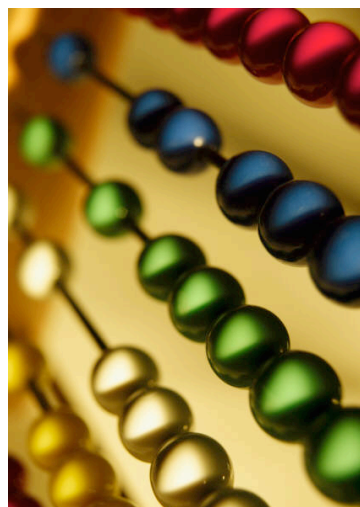
R - Read the problem carefully,
 I - I know what from the problem,
 D - Draw a picture,
 G - Goal statement telling what the problem has the student do,
 E - Equation development or setting up the computation,
 S - Solve the equation

LAMPS for regrouping (Reetz & Rasmussen, 1988):

L - Line up the problem,
 A - Add the right column;
 M - "More than 9?" if so, go to next step,
 P - Put the 1's below the column,
 S - Send the 10s to the top of the next column

SLOBS (Reetz & Rasmussen, 1988) for borrowing:

S - Smaller, follow steps;
 L - Larger; leap to subtraction;
 O - Cross Off number in next column,
 B - Borrow by taking one 10 and adding to the next column,
 S - Subtract



Musical Math: Use rhythms, songs, raps, and chants to teach mathematics

Link math: to practical, civic, professional, recreational, and cultural events of students (Midkiff & Cramer, 1993)

Language Focus: Teach the language of mathematics

Math Dictionary: Develop and maintain a mathematics dictionary (Bley & Thornton, 1995)

Visual Representation: Use drawings and diagrams to illustrate problems

Calculators: Encourage calculators - Allow students to use calculators on tests - For those who need it, use talking calculators or calculators with large print numbers (Garnett & Fleischner, 1987)

Coding: Color code signs in problems (Enright, 1987a)

Survival Math Skills: For 30 days ask students to budget money based on the average salary of a profession they want to pursue for a) rent and furnishings, b) personal items, c) car, d) gas, e) groceries, f) entertainment, etc.

Food: Use M&M's or Skittles to teach predictions, estimation, mean, median, mode, percentages, plotting, etc.

Error Analysis: Teach students to use error-pattern analysis to identify their areas of incorrect logic (Lewis, & Doorlag, 1995)

Individualized Homework: Give students opportunity to develop their own homework after offering examples

DRAW (Mercer & Miller, 1992) Discover the sign Read the problem Answer, or draw and check Write the answer	FOIL (Crawford, 1980) F - Multiply First terms O - Multiply Outermost terms I - Multiply Innermost terms L - Multiply Last terms
SQRQCQ (Hoover & Patton, 1995) S – Survey word problem Q – Question asked is identified R – Read more carefully Q – Question process required to solve problem C – Compute the answer Q – Question self to ensure that the answer solves the problem	

Math Puzzle: Pair students of varying abilities. The student who has mastered the concept does the problem step-by-step, cuts it apart horizontally, places pieces in envelop, gives to student who is still struggling, that student tries to put puzzle together.

In order to do this students must learn the concepts and the sequence of how to proceed to solve the problem. Many students report that they know what to do but don't know what to do first. This activity gives them a visual of the process. If you create several problems a pattern becomes obvious. It's like solving the same puzzle over and over again and they have FUN!

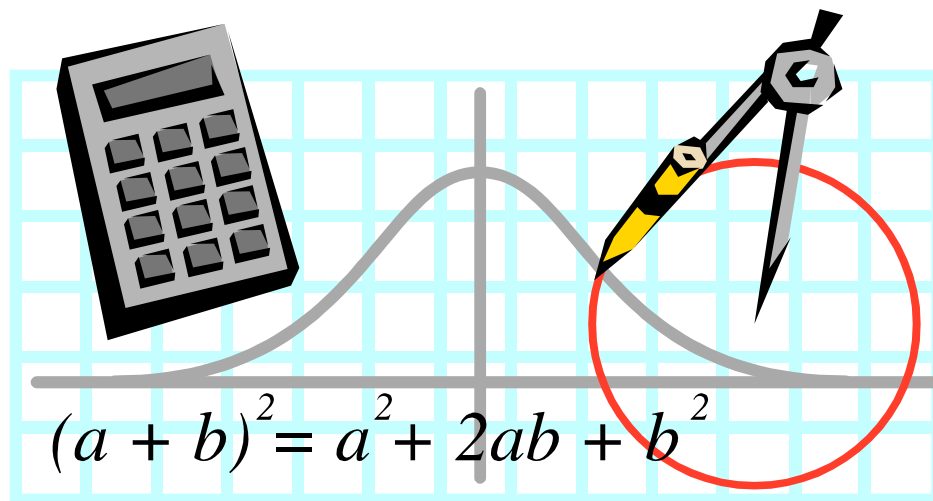
Gerry McHale, Paramus Catholic H.S., Paramus, NJ.

Math Chair: Put a student in charge each day of chairing the math discussion. This student is to call on others and to start the class with a good example of the concept presented the day before. Students who are at lower levels could be coached ahead of time to take on this role.



Common Misconceptions about Algebra Assessments

1. Equality Symbol Misconception
2. Graphing Misconception Definition
3. Definition of Redistribution and Switching Addend Errors
4. Definition of Detaching Misconception
5. Semantic and Syntactic (Linguistic) Algebra Misconceptions
6. Concept of a Variable Misconception
7. The Deletion Misconception



Science Strategies

(Learning and Reading Strategies are excellent for science too)

Ready-made lessons with accommodations -Visit our (Dieker & Berg, 2001)

Pk-16 Access to Science Website. The site currently contains 8 weeks of lessons at the 6th grade, 7th grade, 9th grade (Integrated Sciences) and 10th grade (Biology) levels based upon Milwaukee Public Schools and State of Wisconsin Standards. Within each lesson is built in accommodations for behavior, academics and assistive technology for students with disabilities. www.uwm.edu/~caberg/access

Some Other Cool Websites

Sammy's Science House – <http://www.edmark.com>

BrainPop – <http://www.brainpop.com>

Windows on the Universe – <http://www.windows.ucar.edu/>

How Stuff Works – <http://www.howstuffworks.com>

SciQuest Foundation, K-12 Science – <http://www.sciquest.com/k12/>

Assure Student Access – Ask special educator or physical therapist to review the accessibility of your lab space as well as materials.

Utilize Support Staff and Peer Tutors – In planning each unit consider consulting a special educator for assistance (when available) or ideas to ensure student success. Remember the power of peers especially in a more constructivist approach to teaching. Current research suggests that students with cognitive delays may need some direct instruction in a constructivist type of learning situation.

Alternative lesson or Outcomes – Allow students to demonstrate understanding of a science concept but at a different level or in a different format.

Use different modes of learning – For students who have difficulty constructing knowledge they may need to be provided with a visual representation of key concepts. For students who have trouble with written material consider giving them a verbal overview of the process. Best teaching is when all modalities are used (seeing, touching, tasting, hearing and smelling).

Directions – Since so much of the activities in science include multiple steps, consider using the following ideas:

1. Provide some students with only one step at a time.
2. After giving directions, ask another student to repeat in their own words what they are to do before starting an activity.
3. Alternate in your demonstrating what is to occur between talking and manipulating the object.

Assigning Homework – Ask students to review the homework and mark what they believe is doable and “not doable”. Then talk with the student about what they feel they cannot accomplish and why. Then modify the assignment as you both see fit for success to occur. Remember for some students with a disability a 30-minute assignment can be a 2-3 hour process for them and their parents.

Sharing findings with other students – Remember to prepare a group for the accommodations needed for a student who is hearing impaired or vision impaired for group participation. For students with behavioral issues give them a role that is not overwhelming and likely to ensure success with their peers.

Barrier Free – This website is a resource to help students with disabilities gain access to math and science education. <http://barrier-free.arch.gatech.edu/>

Ultimate Adapter: Have students create the ultimate animal that could survive in all climates

Cook a chicken: Cook some chickens and use this as a cheap anatomy lesson.

Connecting Science Concepts to What Students Already Know – See Example

Science Misconceptions Chapter 15 - www.project2061.org

What’s the Connection?

What’s the Connection? Skim and Survey the chapter for things that you already know.

Read the Summary. What topics seem to be the most important?

What questions do you have about this material that may be answered in the chapter?

What categories of organization are provided in the chapter?

Use 3’x5’ index cards to list the vocabulary words and draw a picture or write a word to associate.

5E Learning Cycle

- **Engagement:** The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge.
- **Exploration:** In this section students are given time to think, plan, investigate, and organize collected information
- **Explanation:** Students are now involved in an analysis of their exploration. Their understanding is clarified and modified because of reflective activities
- **Extension:** This section gives students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation
- **Evaluation:** Student learning is measured and assessed



Adapted from: Bybee, R.W. (1997). *Achieving Scientific Literacy*. Portsmouth, N.H.: Heinemann

Art, Music and Physical Education Adaptations

Consider Co-Teaching: Even if just once a month or a semester with a content teacher or special educator to integrate curriculum and to learn new ways of dealing with various students.

Consider Alternative Outcomes: Participation, observation or appreciation could be used to evaluate students in these subject areas.

Multisensory Focus: These subject areas students are often included because they do embrace a multisensory approach; however, try to strengthen the visual, auditory, and kinesthetic aspect of each lesson to ensure greater success for all students.

Create a Checklist: Make a list of the major skills for each quarter and ask the student or the special educator to help you understand what skills the student can or cannot easily accomplish.

Reward Creativity: Try to create an environment where differences are a strength.

Consider physical adaptations: Ask the occupational therapist or physical therapist to visit your classroom to help you understand how you can adapt instruments, equipment and other classroom tools.

Coordinate your material with content area material: Consider how you can reinforce the many subject areas that secondary students are exposed to throughout the day. All students will learn more effectively when subject areas are connected.

Simplify directions: Often students need direction in both written and auditory form. In addition make the directions simple and direct.

Visual Improvement: Take pictures of works in progress to show improvement over time.

Reduce the Number of Materials: Often less is more. Give students only two choices instead the numerous choices often given in these subject areas.

Physical support: When needed give students direct physical support





Social Studies Strategies



Cool Websites:

National Council for History Education <http://www.history.org/nche>

National Center for History in the Schools <http://www.sscnet.ucla.edu/nche>

National Council for the Social Studies <http://www.ncss.org>

The American Historical Association <http://www.theaha.org>

Ten by Ten – hour in pictures <http://tenbyten.org/>

Headline news <http://www.marumushi.com/apps/newsmap/newsmap.cfm>

Front page of today's papers <http://www.newseum.org/>

Organization of American Historians (Publishes the *OAH Magazine of History* for teachers.)
<http://www.oah.org>

Ben's Guide to US Government for Kids – <http://bensguide.gpo.gov/>

American memory – <http://memory.loc.gov>

Map Machine – <http://plasma.nationalgeographic.com/mapmachine/>

History/Social Studies for K-12 Teachers – <http://home.comcast.net/~dboals1/boals.html>

History Alive! Teacher's Curriculum Institute <http://www.teachtci.com/default.asp>

Curriculum Overlapping or Interdisciplinary Units - Incorporate the "Big Ideas" for the semester in all academic areas (music, math, reading, science, etc.) so that all subjects areas can be addressed across all courses.

Determine Readability level: Do a readability study on the textbook to help determine when the book might be too challenging for some students (Wood, 1995)

Alternative Textbook: Choose a textbook that contains the same "Big Ideas", but at an easier reading level

CD-ROM: Choose textbooks that have CD-ROM editions to provide motivation and multi-sensory instruction (Anderson, 1998)

Teach students how to use the textbook: Help students use visual aids, find definitions to vocabulary and identifying the organization and important points of the reading selection (Vaca et al, 1987) and to use supplemental questions at the beginning and end of the book (Archer, 1988).

Study guides: Design study guides that focuses on multiple points of view (interviews that pushes students to see events from multiple points of view; interactive guides that allow students to complete the guide in groups)

Metacognitive skills: Use predictions, paraphrasing, drawing a chart to understand the text (Wood, 1995) graphic organizers (Griffin & Tulbert, 1995), and advance/post organizers (Lenz, 1983).

Self-talk: Teacher explains what she is doing as she does it

Parallel talk: Teacher explains what the students are doing as they do it (Vaughn, Bos & Schumm, 1997)

Small steps: Break material into smaller parts. Allow some students to only complete one or two parts.

Visualization and visual rehearsal: Have students visualize different aspects of life during the depression - What do you think their house looked like? Picture the streets of our city during this time - What do you see?

Collaborative Box: Students are given a topic and they decide what they are most interested in researching about the topic (e.g., dress, transportation). Then in groups of 4, they must decorate a box to show what they learned about each person's area. You also can use this across an entire unit and let each person pick a different chapter and to demonstrate on the side of the box what they learned from that chapter.

The National Council on Economic Education (<http://nationalcouncil.org/>) sponsors a network of 275 university-based Centers for Economic Education across 48 states. The Centers offer workshops and materials for supporting dynamic approaches to economic education K-12. Phone: 800-338-1192.

Junior Achievement <http://www.ja.org> sponsors programs to help young people value free enterprise, business, and economics to improve their quality of life. A new program, *Building Achievement through Sports and Entertainment*, provides youth a reality check on careers in such fields while opening the doors to realistic career opportunities in entertainment and sports. Phone: 719-540-8000.

Flight to Freedom - an educational role-playing game that simulates the experience of fugitive slaves in the American South before the Civil War (<http://academic.bowdoin.edu/flighttofreedom/intro.shtml>). Users assume the persona of a historical figure, such as Frederick Douglass or Harriet Tubman, and move about a map of the 19th-century United States as they are confronted with events taken from fugitive-slave narratives.

African American History Quiz: (<http://www.brightmoments.com/blackhistory/>) An interactive quiz that helps sharpen knowledge of African American History. It's an "open book" test. So if you're not sure of an answer, you can check our reference material for help.

Primary Source Documents Primary source document for U.S. history. Library of Congress (<http://memory.loc.gov>) and the U.S. National Archives and Records Administration Web site

Other Web Sources to consider:

National Council for History Education <http://www.history.org/nche>

National Center for History in the Schools <http://www.sscnet.ucla.edu/nche>

National Council for the Social Studies <http://www.ncss.org>

The American Historical Association <http://www.theaha.org>

Organization of American Historians (Publishes the *OAH Magazine of History* for teachers.)

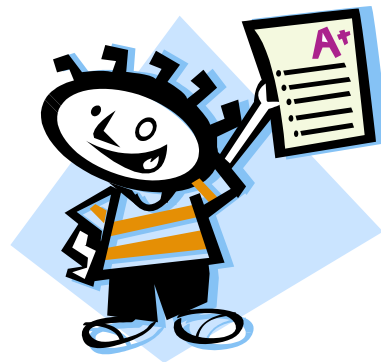
<http://www.oah.org>

History Alive! Teacher's Curriculum Institute <http://www.teachtci.com/default.asp>

Instructional Strategies that Improve Student Achievement

These strategies have a research bases and have been shown to improve achievement across all content areas and across all grade levels. These strategies are explained in the book *Classroom Instruction That Works* by Robert Marzano, Debra Pickering, and Jane Pollock.

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
representations
6. Cooperative learning
7. Setting objectives and
providing feedback
8. Generating and testing
hypotheses
9. Cues, questions, and advance organizers



Positive Attitudes and Perceptions

*These variables are critical to ensure students
are motivated to learn*

Classroom Climate

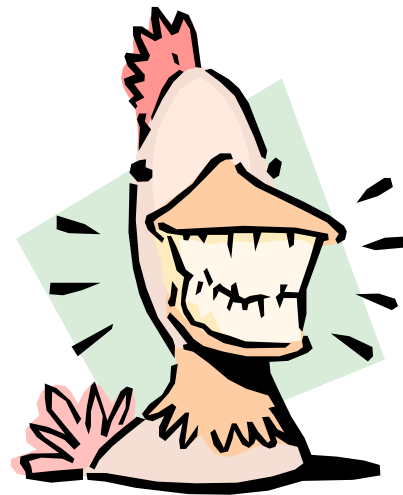
- Acceptance
- Teacher
- Peers



Comfort and Order

Classroom Tasks

- Value
- Ability
- Clarity



How to Increase the Motivation of Secondary Students

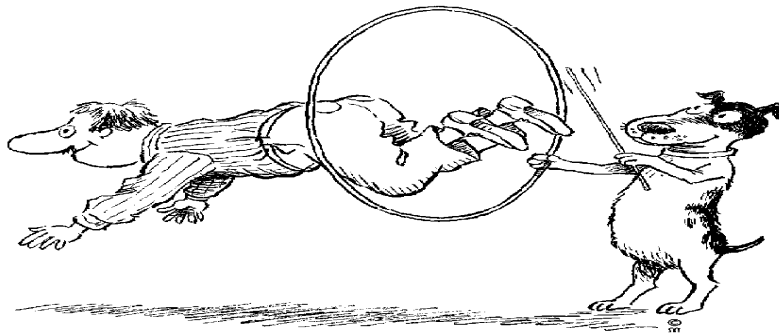
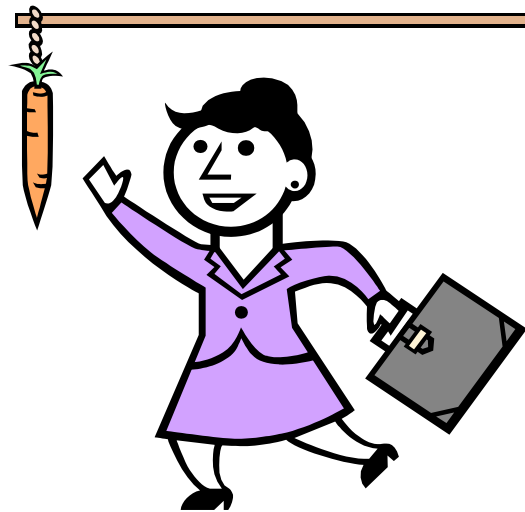
adapted from Maas, D., 1989

The most powerful tool secondary educators can use to increase motivation for secondary students are to give them a voice. In Michelle Fine's book "Framing Dropouts" She talks about silencing and nurturing students' voices. As you think about students who are not motivated, you might want to consider if they have a voice in your classroom, school or community.

These techniques will assist you in empowering secondary students and giving them a voice.

Increasing Students' Levels of Participation

1. Tell your neighbor
2. Write questions/Summary
3. Brainstorm
4. Finger Signals
5. Unison Response
6. Cross/Uncross Arms
7. Flash answers in groups
8. Wait Time
9. Three-minute Pause
10. Whip around, pass option
11. 1-2-3 answer response
12. Sentence starter



IMPROVING GRADING AND STUDENT ASSESSMENT



Questions to Consider Related to Grading in Inclusive Settings

(Adapted from Meltzer, et al., 1996)

- Are you explicit about the grading policy?
- Do you use multilevel grading?
- Do you give credit for participation?
- Do you evaluate students' performance in a variety of ways?
- Do you embrace multiple intelligences?

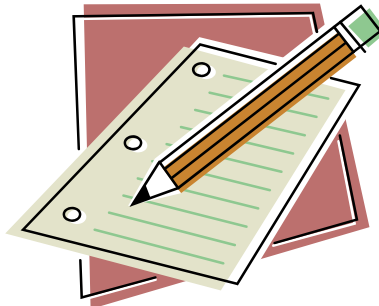
Grading Options to Consider

- Letter grades or system used by general educator
- IEP and contract grading
- Pass/Fail -- or more distinctions such as Honor, High Pass, Pass, Low Pass
- Checklist
- Exhibitions
- Descriptive comments
- Shared grading
- Letter grades with level-of-difficulty coding
- Multiple grading
- Portfolio summaries
- Work samples with rubrics



IEP Data Collection Tool

	Tom	Jim	Bill	Sue	Matt	Quincy	Deon	Tyler
Respects Others and Property	•					•		
Positive Attitude/Behavior	•	•				•		
Completes Tasks	•					•	•	
On-Task	•		•	•	•	•		
Homework	•		•	•			•	•
Assignment Book	•		•	•				
Initiates Task	•		•					
Breaks down and completes task on-time					•		•	
Seeks support when needed - academic - medical					•			
Organize materials								•
Check work								•
Follows directions								•



Adaptations to Testing

Cool Website –

Quia – <http://www.quia.com>

QuizStar – <http://quizstar.4teachers.org>

Fun Brain – <http://www.funbrain.com>

Quiz Center – <http://school.discovery.com/quizcenter/quizcenter.html>

Easy Test Maker – <http://www.easytestmaker.com>

Before the Test

- Concept Maps, Study Guides, Graphic Organizers
- Note Card
- Test Modifications
- Practice Tests
- Individual/Group Review
- Test Taking Strategies
- Mnemonics
- Key Word Method
- Chunking

During the Test

- Check Anxiety Level
- Give Immediate Feedback
- Complete One Problem/Question from Each Section
- Teacher Assistance
- Alternative Site
- Self-Monitoring
- Extended Time

After the Test

- Retake
- Make Corrections
- Alternative Grading
- 30 questions-Test is worth 25
- 30 questions – Teachers grade only thus 20 identified as important for mastery of topic
- 30 questions – Student attempts 22 misses 3, and grade is based on 19 out of 22
- Multiple Grades – One grade for content, one for mechanics
- Give Partial Credit



Hill, 2002

Suggested Steps for a Brown Bag Exam

Step One:

Open your Bag!

Step Two:

List all possible connections between your item and the novel.

If you like categories, your item may relate to

plot	character(s)
setting	symbol
theme	potpourri
all of these	none of these

The item in your bag may not even be in the novel.

(Start swimming on the surface, take a breath, and then go deeper....)

Step Three:

Get into triads.

Each person shares connections, then asks classmates for connections they see.

Add them to the list.

Step Four:

Find at least two passages from the text connected to your item.

Copy them (ellipses are encouraged.....) into the third box.

Step Five:

Choose one thing you'd like to share with the class about your item (discussions/connections/reactions/surprises, pleasant or otherwise).

Note this in the final box.

Comments or questions? Please contact
Denise Ousley, University of Central Florida

Points to Consider When Adapting Tests

Matching Items

- Same number of items in each column
- Items in left column in same order taught
- All items on one page
- Not more than ten items

Sentence Completion

- Use cues – blanks or first words/letters
- Use simple sentences
- Offer a word bank

True/False

- Avoid tricky words (always – never)
- Use simple sentences
- Not more than 10 items
- Avoid double negatives



Essay and short answer

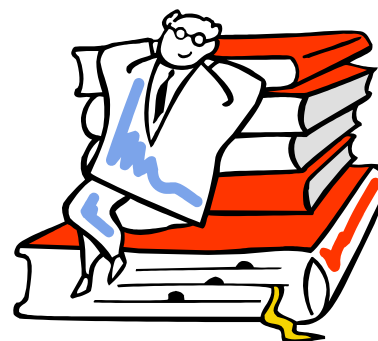
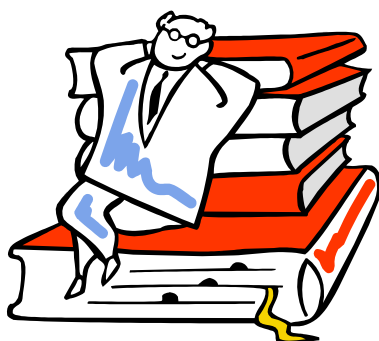
- Allow use of words, phrases, list of ideas or semantic maps
- Specify the number of points required
- Offer choice of paper
- Avoid complex sentences

Multiple Choice

- Use simple sentences
- Not more than 4 choices
- Avoid combination answers
- List items vertically

Types of Alternative Assessments














































Assessment Techniques	Description
Observation	Direct measure of student performance
Work Sample Analysis	Direct examination of sample of student's work
Task Analysis	Direct examination of tasks within curriculum
Inventories	Direct measure of student performance in selected curriculum
Criterion-Referenced Tests	Direct measure of student performance with specific criteria for success
Diagnostic Probes and Diagnostic Teaching	Direct measure of student performance under differing instructional conditions
Checklists and Rating Scales	Indirect measure based on informant's assessment of student performance
Questionnaires and Interviews	Indirect measure based on informant's assessment of student performance
Evaluating the Learning Environment	An overall assessment of the student's instructional setting
Exhibitions	Students select how they will demonstrate mastery of a concept and exhibit this skill to teacher and peers



Sample Probes

Spanish Probe

Name _____ Date _____ Grade _____

encima on	bajo under	junto beside	enfrente in front of	detrás back of	abajo below	detrás behind	junto next to	cumbre on top of	sobre over	interior inside
										
										
										
										
										

Math Probe

24	42	51	35	55	66
<u>x7</u>	<u>x9</u>	<u>x8</u>	<u>x5</u>	<u>x9</u>	<u>x8</u>

56	89	25	48	69	82
<u>x7</u>	<u>x9</u>	<u>x8</u>	<u>x5</u>	<u>x9</u>	<u>x8</u>

72	98	57	39	76	97
<u>x7</u>	<u>x9</u>	<u>x8</u>	<u>x5</u>	<u>x9</u>	<u>x8</u>

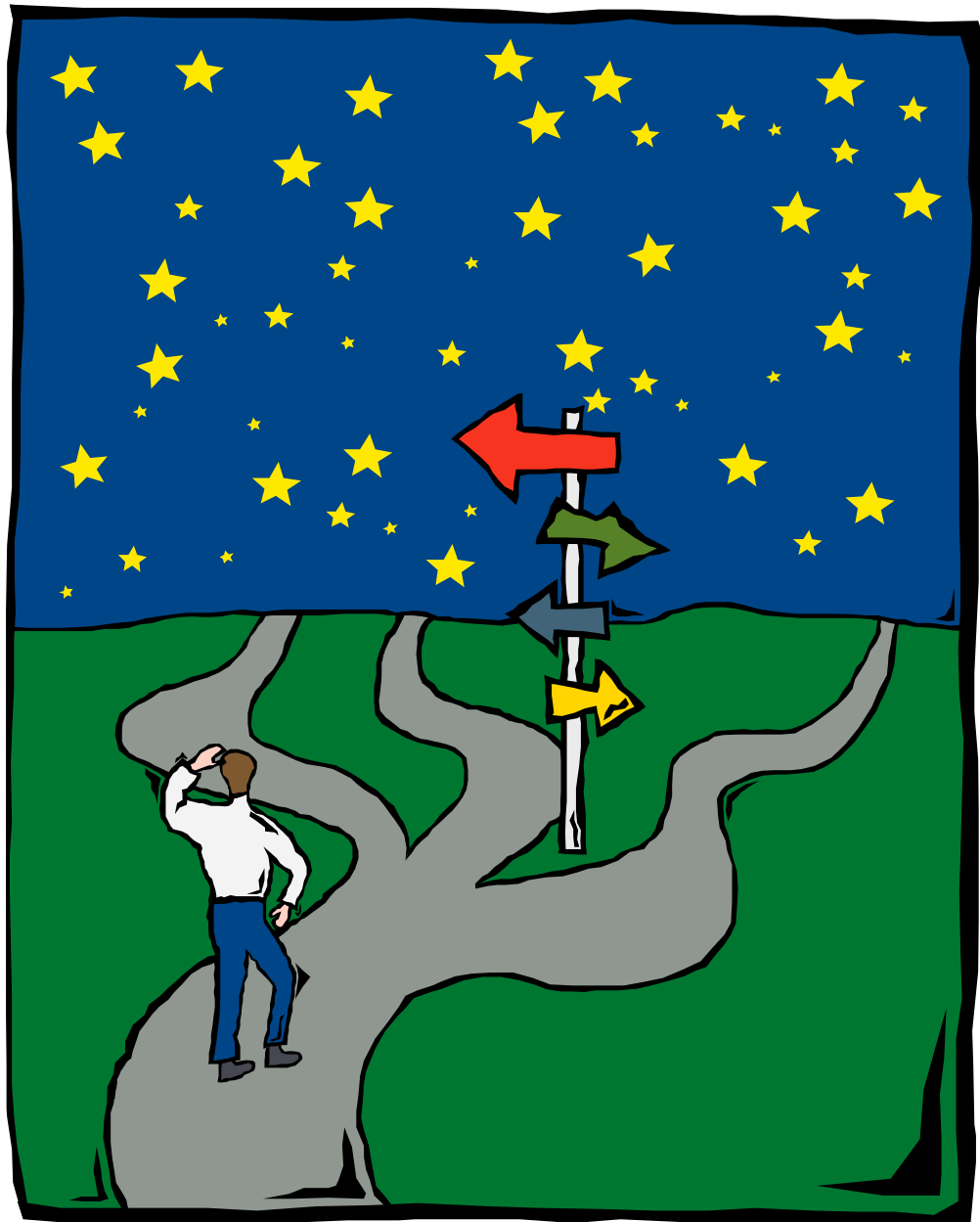
Social Studies Rubric

1. Identifies materials
2. Manipulates materials to find information; demonstrates an awareness of various cultures and people
3. Uses appropriate material to apply knowledge of currently studied topics; demonstrates awareness and appreciation of various cultures and people; identifies connections in historical events
4. Uses appropriate materials to extend and refine knowledge of currently studied topics; demonstrates an appreciation for and can evaluate differences in various cultures; identifies connections between historical events and self
5. Selects specific material to analyze knowledge of currently studied topics, exhibits an awareness and appreciation of various cultures; formulates connections between historical events, present society and self
6. Incorporates various materials to exhibit and evaluate currently studied topics and understand how these topics relate to the past, present and future within the students' own life and the greater society

Example of a Rubric Grading System

	Period 1	Period 2	Period 3
Social Studies			
Math			
Science			
Interpersonal Skills			
Language Arts			
Foreign Language			
Behavior			
Public Speaking			
Enthusiasm for Learning			
IEP Goals - On-task			
Bringing needed materials			
Participating in class			
Comments			

PLANNING FOR THE FUTURE



The Perfect School

If you had all the money in the world, what would be your perfect school?

Staff

Administration

Teachers

Support Staff

Resources

Building

Materials

Community

Parents

Business

Agencies

Other



Staff Contributions

On the following sheet write the name of each teacher in your school. Next to each teacher's name write two skills you feel they possess that could be beneficial to share with other teachers.

Name	Strength	Strength

Dieker, 2006

ACTION PLAN

Now that you have decided what is the perfect school, the strengths of your school and target areas it is now time to develop an action plan to start moving towards making your school “The Perfect School” in relation to serving students with disabilities.

1. Draw a diagram of all of the classrooms in your school.
2. Star those that already have students with disabilities included.
3. List support that is currently provided in those classrooms.
4. Circle those teachers that currently do not have students included or receive support but would be willing to move in this direction.
5. Decide how to best expand the inclusion of students with disabilities in your school. (Go back to the ratings you gave your school on inclusion at the beginning of this inservice – remember try to keep natural proportions – under 30% for sure)

Family model
Co-teaching
Support Teacher
Itinerant Teacher

6. Discuss target groups/students you will put into these classrooms.
7. How will you build a positive climate?
8. Will you need to adapt the curriculum?
9. Will you need to adapt instruction?
10. Develop a reflective framework to evaluate your implementation plan.

“RECIPE FOR LIFE”

The ABC's of schools
Acceptance Belonging Community.

School is a building with
4 walls with tomorrow inside.

The first step
is always the hardest.

Person first - disability second.

All the resources we need
are in the mind.

A mind stretched
by a new idea never retracts
to the same place.

Instead of putting others in their place
put yourself in their place.

Be brave enough to accept the help of others.

You will never win if you never begin.

All glory comes from daring to begin.

Don't wait for your ship to come in swim out to it.

We don't make mistakes, we make learnings.

Don't make judgments where you have no compassion.

Don't be afraid to go out on a limb
that is where the fruit is.

Don't quit five minutes before the
miracle happens.

Always look for the good
in people.

When your work speaks for itself, don't interrupt.

What isn't tried won't work.

The harder you work, the luckier you get.

Your work is a portrait of yourself.

We cannot direct the winds but we can adjust the sails.

What we see depends mainly on what we look for.

Change comes slowly.

It does not matter how slowly you go so long as you do not stop.

If you get up one more time than you fall, you will make it through.

The time is always right to do what is right.

To disagree, one does not have to be disagreeable.



Not being able to speak is not the same as not having anything to say.

Well done is better than well said.

Troubles are a lot like babies- they grow bigger if you nurse them.

Laughter translates into any language.

A friend is someone who makes you feel totally acceptable.

The greatest thing in life is to feel needed.

Optimism is a necessary ingredient for success.

To handle yourself use your head, to handle others use your heart.

In the race for quality, there is no finish line.

There are no shortcuts to any place worth going.

Choose your thoughts with care, and let your words be kind.

To teach is to learn twice.

Tell me I forget, teach me I remember, involve me and I learn.

Love is a gentle courtesy.

To err is human, but try not to over do it.

Do what you can, with what you have, right where you are.

Anger is a cry from within to belong.

Each belongs.

It takes an entire village to raise a child.

Celebrate diversity

Together we are better

Build an inclusive community.

Embrace inclusive education.



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Notes

to Improve my Classroom





Notes

to Improve my School

